

EDUCATION COMMUNICATION AND DEVELOPMENT TRUST

ANNUAL REPORT

2025-2026



EDUCATR TRUST

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PREFACE



It gives me immense pleasure to present the Annual Report of the Education Communication and Development Trust (EDUCATR), highlighting our journey of service, commitment, and transformation during the year.

For nearly three decades, EDUCATR has remained dedicated to improving the lives of children, women, and marginalized communities through education, community development, health promotion, livelihood enhancement, and human rights initiatives. We firmly believe that sustainable development begins by investing in people, especially children and women, and by creating opportunities that enable them to live with dignity and confidence.

During the reporting period, our programmes reached hundreds of vulnerable children through quality education, Bridge School Centres, nutritional support, school fee assistance, child rights promotion, health interventions, and inclusive education. At the same time, we strengthened the livelihoods of rural women through climate-smart agriculture, environmental conservation, capacity-building programmes, and community participation.

These achievements have been possible because of the unwavering dedication of our staff, teachers, volunteers, community leaders, government departments, generous donors, and development partners. Their encouragement and cooperation have enabled us to respond effectively to the needs of disadvantaged communities and to create meaningful and lasting change.

While we take pride in the progress achieved, we also recognize that many challenges remain. Poverty, educational inequality, climate change, malnutrition, and social exclusion continue to affect the lives of many rural families. These realities strengthen our resolve to work with renewed commitment and innovation.

On behalf of the Board of Trustees, I express my sincere appreciation to every donor, partner organisation, volunteer, staff member, and beneficiary who has journeyed with us. Together, we are building stronger communities where every child receives quality education, every woman has opportunities for economic empowerment, and every family can look forward to a better future.

I invite you to read this Annual Report and share in the inspiring stories of hope, resilience, and transformation that reflect EDUCATR's mission of serving humanity with compassion, integrity, and excellence.

Dr. R. Velmurugan

Managing Trustee

Education Communication and Development Trust (EDUCATR)

FOREWORD

Every successful development programme begins with people who believe that positive change is possible. At EDUCATR, we are privileged to witness this change every day through the smiles of children who continue their education, the confidence of women who strengthen their livelihoods, and the growing participation of communities working together for a better future.



This Annual Report reflects the collective efforts of our dedicated programme team, teachers, Community Educators, volunteers, partner organisations, and community members. Throughout the year, we implemented a wide range of integrated programmes focusing on child development, education, nutrition, health, child rights, women's empowerment, climate-smart agriculture, environmental sustainability, and community participation.

One of the most rewarding aspects of our work has been witnessing the determination of rural women to adopt sustainable farming practices and improve their family livelihoods. Likewise, seeing vulnerable children continue their education with renewed confidence reminds us that every investment in a child creates lasting benefits for future generations.

Our work is guided by the principles of inclusion, participation, gender equality, accountability, and respect for human dignity. Every programme we implement seeks not only to address immediate needs but also to strengthen the capacities of individuals and communities to shape their own future.

I extend my heartfelt gratitude to all our donors, partners, government departments, community leaders, volunteers, and staff members for their trust and collaboration. Above all, I thank the children, women, and families who continue to inspire us through their resilience, courage, and hope.

As we look ahead, EDUCATR remains committed to expanding quality educational opportunities, strengthening women's leadership, promoting sustainable livelihoods, protecting child rights, and building healthier and more resilient communities.

Together, we can continue creating opportunities that transform lives and build a more just and inclusive society.

Mrs. B. Amutha Priya

Programme Director – Women Development

Education Communication and Development Trust (EDUCATR)

ABOUT EDUCATION COMMUNICATION AND DEVELOPMENT TRUST (EDUCATR)

Transforming Lives through Education, Empowering Communities with Compassion

Education Communication and Development Trust (EDUCATR) is a non-profit, non-governmental, charitable organization committed to empowering marginalized and vulnerable communities through education, community development, women's empowerment, child protection, health promotion, and sustainable livelihood initiatives. Since its establishment in 1997, the Trust has worked tirelessly among disadvantaged rural and semi-urban communities in Tamil Nadu, believing that sustainable development is achieved when people are equipped with knowledge, skills, opportunities, and the confidence to shape their own future.

Headquartered in Usilamapatti, Madurai District, EDUCATR was founded with a vision of creating an equitable society where every child has access to quality education, every woman enjoys equal opportunities for growth and leadership, and every family can live with dignity, security, and hope. Over the years, the organization has evolved into a respected community-based institution that has positively influenced the lives of thousands of children, women, youth, farmers, persons with disabilities, and economically disadvantaged families through integrated and participatory development programmes.

At the heart of EDUCATR's philosophy is the belief that education is one of the most powerful tools for breaking the cycle of poverty. However, the organization recognizes that quality education cannot be achieved in isolation. Children learn best when they are healthy, well nourished, protected from exploitation, supported by caring families, and surrounded by communities that value learning and inclusion. Therefore, every programme implemented by EDUCATR adopts a holistic approach that integrates education with health, nutrition, child rights, environmental sustainability, livelihood development, and community participation.

Over nearly three decades, EDUCATR has designed and implemented a wide range of programmes that respond to the evolving needs of rural communities. These include quality primary education, Bridge School Education Centres, school fee assistance, nutritious supplementary feeding programmes, inclusive education for children with disabilities, child rights awareness, teacher capacity building, preventive healthcare, women's self-help group development, climate-smart agriculture, environmental conservation, water resource management, livelihood promotion, vocational training, and leadership development. Each initiative is carefully planned to produce sustainable and measurable improvements in the quality of life of the people served.

Women remain at the centre of EDUCATR's development strategy. The organization believes that empowering women creates lasting benefits for families and entire communities. Through self-help groups, leadership development, sustainable agriculture, financial literacy, entrepreneurship promotion, health awareness, and income-generation activities, thousands of rural women have strengthened their confidence, improved their livelihoods, and become active contributors to community development. Special attention is also given to supporting widows, single women, and

socially vulnerable women, enabling them to rebuild their lives with dignity and economic independence.

Child protection and the promotion of children's rights are fundamental principles guiding all of EDUCATR's interventions. Every child has the right to education, protection, participation, health, and development, regardless of gender, caste, religion, disability, or economic background. The organization works closely with schools, parents, teachers, community leaders, and government institutions to create safe, inclusive, and child-friendly environments where children can learn, grow, and realise their full potential. Through awareness programmes and community engagement, EDUCATR promotes a culture that values equality, non-discrimination, and respect for every child's dignity.

Environmental sustainability has become an increasingly important dimension of the organization's work. Recognising the growing challenges posed by climate change, EDUCATR promotes sustainable agriculture, organic farming, biodiversity conservation, water conservation, agroforestry, renewable natural resource management, and environmentally responsible farming practices. These initiatives not only improve agricultural productivity but also strengthen the resilience of rural communities while protecting natural resources for future generations.

The strength of EDUCATR lies in its close relationship with the communities it serves. Every programme is developed through consultation, participation, and collaboration with beneficiaries, ensuring that interventions respond to genuine local needs and priorities. This participatory approach has earned the organization the trust and confidence of communities, government departments, educational institutions, healthcare professionals, volunteers, and development partners.

The achievements presented in this Annual Report reflect the dedication and commitment of the Board of Trustees, professional staff, teachers, Community Educators, volunteers, partner organizations, generous donors, and community members who work together with a shared vision of social justice and human development. Their collective efforts have enabled EDUCATR to create meaningful opportunities for thousands of individuals who continue to overcome poverty, inequality, and social exclusion through education, empowerment, and sustainable development.

As EDUCATR looks toward the future, the organization remains committed to strengthening its programmes, embracing innovation, expanding partnerships, and responding to emerging social and environmental challenges. With the continued support of donors, government agencies, civil society organizations, and local communities, EDUCATR will continue its mission of building stronger communities where every child can learn, every woman can thrive, every family can live with dignity, and every individual has the opportunity to contribute to a more just, peaceful, and sustainable society.

ABOUT THIS ANNUAL REPORT

The Annual Report of the Education Communication and Development Trust (EDUCATR) presents a comprehensive account of the organization's journey, achievements, and impact during the year 2026–2027. More than a record of activities, this report reflects our unwavering commitment to improving the lives of vulnerable children, women, and marginalized communities through education, health, sustainable livelihoods, child rights, and community development.

For nearly three decades, EDUCATR has worked alongside rural communities in Tamil Nadu with the conviction that lasting social transformation begins by empowering people with knowledge, opportunity, and hope. Every programme implemented by the organization is designed to address not only immediate needs but also the underlying causes of poverty, inequality, and social exclusion. Guided by the principles of dignity, participation, inclusion, transparency, and accountability, EDUCATR continues to build stronger communities where every individual has the opportunity to realize his or her full potential.

During the reporting period, the organization implemented several integrated development initiatives that directly benefited children, women, farmers, and disadvantaged families. Hundreds of children received quality education, nutritious supplementary food, school fee assistance, remedial education through Bridge School Centres, and opportunities to grow in safe, child-friendly learning environments. Child Rights awareness and protection remained central to every educational intervention, ensuring that children not only accessed education but also experienced an environment that respected their dignity, encouraged participation, and promoted their overall well-being.

Recognizing that education alone cannot overcome poverty, EDUCATR also strengthened the livelihoods of rural women through climate-smart agriculture, environmental conservation, organic farming, livestock development, water resource management, and capacity-building programmes. These initiatives enhanced agricultural productivity while encouraging environmentally sustainable practices that contribute to long-term resilience against climate change.

Health and community well-being also remained important priorities throughout the year. Medical camps, health awareness programmes, nutrition education, and preventive healthcare initiatives helped improve access to basic health services for children and women, while strengthening awareness of healthy lifestyles and disease prevention. At the same time, the organization expanded its support to vulnerable groups through educational assistance for children with disabilities, programmes for poor and Dalit children, and motivational initiatives for single women seeking economic independence and social inclusion.

The accomplishments presented in this report have been made possible through the dedication of our staff, teachers, volunteers, community educators, health professionals, women leaders, parents, local institutions, and development partners. We gratefully acknowledge the generous support of our donor organizations, whose confidence in our mission has enabled us to extend opportunities and hope to many families living in vulnerable circumstances.

Throughout this report, readers will find evidence of measurable achievements, inspiring stories of resilience, and practical examples of how collaborative community action can transform lives. While the numbers illustrate the scale of our interventions, it is the lives changed behind those numbers that truly define the success of our work. Every child who remains in school, every woman who gains confidence through sustainable livelihoods, every family that embraces healthier living, and every community that becomes more inclusive represents another step toward our vision of a just, equitable, and compassionate society.

As EDUCATR looks toward the future, we remain committed to expanding our programmes, strengthening partnerships, embracing innovation, and ensuring that the benefits of development reach those who need them most. We invite our donors, partners, government agencies, well-wishers, and friends to journey with us as we continue working to create lasting opportunities, restore hope, and build stronger communities where every child can learn, every woman can thrive, and every family can live with dignity.

"Providing Education, Nutritious Supplement and Promoting Child Rights among Rural Children in Usilamapatti, Madurai District, Tamil Nadu, India,"

IN PARTERSHP WITH



The project, **"Providing Education, Nutritious Supplement and Promoting Child Rights among Rural Children in Usilamapatti, Madurai District, Tamil Nadu, India,"** was designed to improve the educational opportunities, nutritional well-being, health, and protection of vulnerable rural children through an integrated child development approach.

As outlined in the original proposal, the project aimed to:

- Provide quality primary education to children from economically disadvantaged families.
- Operate Bridge School Education Centers to strengthen children's academic performance and reduce learning gaps.

- Provide nutritious supplementary food to improve children's health, concentration, and readiness to learn.
- Promote Child Rights and Child Protection through awareness programmes for children, parents, teachers, and communities.
- Provide school fee assistance to vulnerable children to ensure uninterrupted education.
- Organize health promotion activities and medical check-ups.
- Strengthen the capacity of teachers and Community Educators through regular training and mentoring.
- Encourage active participation of parents and communities in supporting children's education and holistic development.
- Ensure effective project monitoring, documentation, evaluation, and financial accountability.



The project was implemented substantially in accordance with the approved proposal and achieved its planned objectives through close collaboration with children, parents, teachers, Community Educators, local leaders, and other stakeholders.

No major modifications were made to the overall project design or objectives. Minor adjustments were made to the scheduling and sequencing of certain activities to accommodate school calendars, community events, and the availability of resource persons. These operational adjustments enhanced the effectiveness of implementation without altering the project's intended outcomes, scope, or budget.

Overall, the project remained fully aligned with the approved grant proposal and successfully delivered the planned interventions while responding flexibly to the practical needs of the beneficiary communities.

2. Briefly restate the measurable outcomes as outlined in the original request and what progress has been made toward achieving these outcomes.

Activity 1: Quality Primary Education

Proposed Outcome

The project proposed to provide quality primary education to children from economically disadvantaged rural communities by creating a safe, inclusive, and child-friendly learning environment that would promote academic excellence, strengthen foundational learning, encourage regular school attendance, and support the holistic development of every child. The programme aimed to ensure that children received not only quality classroom instruction but also opportunities to develop life skills, moral values, creativity, confidence, and social responsibility within a nurturing educational environment.

Implementation and Progress

During the project period, EDUCATR successfully implemented the Quality Primary Education Programme in accordance with the approved project proposal. A total of **304 children** benefited from structured primary education delivered through qualified and dedicated teachers who adopted child-centred and participatory teaching methodologies. The learning environment encouraged active student participation, curiosity, creativity, and independent thinking while ensuring that every child felt respected, valued, and included.



The curriculum was enriched through a combination of academic instruction, co-curricular activities, value education, life skills development, environmental awareness, cultural programmes, sports, and creative learning exercises. Teachers continuously assessed students' learning progress and provided individual academic support to children who required additional attention, enabling them to overcome learning challenges and improve their educational performance. Special emphasis was placed on strengthening literacy, numeracy, communication skills, and problem-solving abilities, laying a strong educational foundation for future learning.

Throughout the implementation period, EDUCATR maintained close collaboration with parents, teachers, and Community Educators to monitor children's attendance, academic progress, behaviour, and overall well-being. Regular parent interactions encouraged families to participate actively in their children's education and reinforced the importance of creating a supportive learning environment at home. The programme also promoted a positive school culture where discipline, mutual respect, equality, and cooperation were consistently encouraged.

Child Rights principles remained central to the implementation of the programme. Every child was provided with equal learning opportunities irrespective of gender, religion, caste, or socio-economic background. Classrooms were maintained as safe and inclusive spaces where children were encouraged to express their ideas freely, participate confidently in learning activities, and develop respect for themselves and others. Teachers integrated Child Rights concepts into classroom discussions and daily interactions, reinforcing children's understanding of dignity, participation, equality, and responsibility.

Measurable Outcomes and Impact

The Quality Primary Education Programme achieved its intended outcomes by significantly enhancing children's learning experiences and overall development. Teachers observed noticeable improvements in classroom participation, academic performance, reading and writing abilities, communication skills, confidence, discipline, and enthusiasm for learning. Regular attendance and active parental involvement further contributed to children's educational progress and personal growth.

Beyond academic achievement, the programme nurtured children's social, emotional, and moral development, enabling them to become more confident, responsible, and engaged learners. The integrated approach adopted by EDUCATR ensured that education extended beyond textbooks, equipping children with the knowledge, skills, values, and confidence needed to face future challenges successfully. The successful implementation of this activity represents a significant contribution towards achieving the overall project goal of improving the quality of education and promoting the holistic development of vulnerable rural children through an inclusive, child-centred, and rights-based educational approach.

Activity 2: Bridge School Education Programme

Proposed Outcome

The project proposed to strengthen the academic performance of vulnerable rural children by operating Bridge School Education Centres that would provide additional learning support beyond regular school hours. The programme aimed to reduce learning gaps, improve literacy and numeracy skills, enhance school retention, and enable children from disadvantaged families to perform confidently in their formal education. It also sought to create a supportive learning environment where children could receive individual attention, develop positive learning habits, and build self-confidence.

Implementation and Progress

During the project period, EDUCATR successfully operated **10 Bridge School Education Centres**, benefiting **324 children** from economically disadvantaged families across the project villages. The centres functioned as complementary learning spaces where children received structured academic support after regular school hours. Qualified Community Educators provided guidance in core subjects, assisted children with homework, reinforced classroom lessons, and offered remedial support to those experiencing learning difficulties.

The Bridge School Education Centres adopted child-centred and participatory teaching methodologies that encouraged children to learn through interaction, discussion, creative activities, and practical exercises. Small group learning enabled Community Educators to provide personalised attention, identify individual learning needs, and help children overcome academic challenges. In addition to improving educational performance, the centres fostered discipline, teamwork, communication skills, creativity, and critical thinking, thereby contributing to children's holistic development.

Regular monitoring of children's academic progress was undertaken through continuous assessments, classroom observation, and interaction with parents and school teachers. Close collaboration between Community Educators, families, and schools strengthened the continuity

of learning and ensured that children remained motivated and actively engaged in their education. Child Rights principles were integrated throughout the programme, creating safe, inclusive, and supportive learning environments where every child was encouraged to participate freely and develop with confidence.



Measurable Outcomes and Impact

The Bridge School Education Programme successfully achieved its intended outcomes by improving children's academic performance, learning confidence, and school participation. Children demonstrated noticeable progress in literacy, numeracy, reading comprehension, writing skills, and overall classroom performance. Teachers reported that children attending the Bridge School Education Centres participated more actively in classroom activities, completed assignments more regularly, and showed increased enthusiasm for learning.

The programme also contributed significantly to reducing learning gaps among children from vulnerable families while strengthening their confidence and motivation to continue their education. Parents expressed appreciation for the additional academic support provided through the centres and became more actively involved in monitoring their children's educational progress. By complementing formal schooling with structured remedial education and individual academic guidance, the Bridge School Education Programme made a substantial contribution towards achieving the project's objective of ensuring equitable, inclusive, and quality education for every child.

Activity 3: Nutrition Support Programme

Proposed Outcome

The project proposed to improve the nutritional status, health, and overall well-being of vulnerable rural children by providing nutritious supplementary food as part of the educational programme. The initiative recognised that proper nutrition is fundamental to children's physical growth, cognitive development, school attendance, and academic performance. By addressing nutritional deficiencies, the programme aimed to create a healthier learning environment where children could actively participate in their education and achieve their full potential.



Implementation and Progress

During the project period, EDUCATR successfully implemented the Nutrition Support Programme by providing regular nutritious supplementary food to **304 children** enrolled in the Primary School and Bridge School Education Centres. The programme was carefully integrated into the daily educational activities to ensure that children received adequate nutritional support while continuing their academic learning. Nutritious meals and supplements were planned to contribute to children's physical growth, improve their energy levels, and support their ability to concentrate during classroom learning.

Teachers and Community Educators closely monitored children's nutritional well-being and regularly interacted with parents to promote healthy eating habits, personal hygiene, and the importance of balanced nutrition. Nutrition education was incorporated into awareness sessions, encouraging children to understand healthy food choices and adopt positive dietary practices within their families. The programme also created opportunities to discuss child health, sanitation, and preventive healthcare, thereby promoting a holistic approach to child development.

The Nutrition Support Programme was implemented in a safe, inclusive, and non-discriminatory manner, ensuring that every eligible child benefited equally regardless of gender, caste, religion, or socio-economic background. By combining nutritional support with quality education and health awareness, the programme strengthened children's overall development and reinforced EDUCATR's commitment to promoting the best interests of every child.

Measurable Outcomes and Impact

The Nutrition Support Programme achieved its intended outcomes by improving children's nutritional well-being, school participation, and readiness to learn. Teachers observed increased attentiveness, improved classroom participation, better concentration, and greater enthusiasm among children receiving regular nutritional support. Parents also reported positive changes in their children's health, eating habits, and overall well-being.

The programme contributed significantly to reducing barriers to learning associated with poor nutrition and strengthened children's capacity to participate actively in educational activities. By integrating nutrition with education, health promotion, and child rights, EDUCATR successfully created a supportive environment where children could grow physically, mentally, and emotionally. The programme has laid a strong foundation for healthier lifestyles while contributing directly to improved educational outcomes and the holistic development of vulnerable rural children.

Activity 4: School Fee Assistance Programme

Proposed Outcome

The project proposed to provide school fee assistance to children from economically disadvantaged families to ensure that financial hardship would not prevent them from accessing quality education. The programme aimed to reduce the risk of school absenteeism and dropout, promote uninterrupted learning, and provide equal educational opportunities for children whose families faced socio-economic challenges. Through this intervention, the project sought to strengthen educational continuity while encouraging parents to prioritise their children's education despite financial constraints.

Implementation and Progress

During the project period, EDUCATR successfully implemented the School Fee Assistance Programme by providing financial support to **122 vulnerable children** who were at risk of educational disruption due to their families' limited economic resources. Beneficiary children were carefully identified through discussions with parents, teachers, and community representatives to ensure that assistance reached those with the greatest need. The support enabled children to continue their education without interruption and relieved families of a significant financial burden.



The programme was implemented with fairness, transparency, and accountability, ensuring that assistance was provided without discrimination and in accordance with the project's objectives. Continuous communication with parents helped EDUCATR understand the challenges faced by vulnerable households and reinforced the importance of investing in children's education as a pathway to long-term social and economic development. Teachers and Community Educators regularly monitored the educational progress, attendance, and well-being of the supported children to ensure that the assistance achieved its intended purpose.

Beyond financial support, the programme strengthened the relationship between EDUCATR, schools, and families by creating a shared commitment to children's educational success. Parents were encouraged to remain actively involved in their children's learning, maintain regular communication with teachers, and provide a supportive home environment that would enable children to benefit fully from their educational opportunities.

Measurable Outcomes and Impact

The School Fee Assistance Programme successfully achieved its intended outcomes by ensuring that vulnerable children continued their education without interruption despite financial difficulties. The assistance reduced the economic pressure on families, improved school attendance, and minimised the risk of children discontinuing their education. Teachers observed that supported children participated more confidently in classroom activities, demonstrated greater commitment to their studies, and showed improved academic motivation.

The programme also strengthened parental confidence in the value of education and reinforced the community's commitment to ensuring that every child has the opportunity to learn and develop irrespective of economic background. By removing financial barriers to education, the School Fee Assistance Programme contributed significantly to the project's overall objective of promoting equitable access to quality education and creating brighter opportunities for vulnerable rural children. The programme reflects EDUCATR's commitment to ensuring that no deserving child is deprived of education because of poverty and that every child is given the opportunity to realise his or her full potential.

Activity 5: Child Rights Promotion and Child Protection Programme

Proposed Outcome

The project proposed to promote awareness and understanding of Child Rights among children, parents, teachers, and community members while creating a safe, inclusive, and protective environment where every child could grow with dignity, confidence, and equal opportunities. The programme aimed to strengthen children's knowledge of their rights and responsibilities, prevent abuse, neglect, discrimination, and exploitation, and encourage families and communities to actively safeguard the well-being and holistic development of every child.

Implementation and Progress

During the project period, EDUCATR successfully implemented a comprehensive Child Rights Promotion and Child Protection Programme through schools, Bridge School Education Centres, parent meetings, teacher training sessions, and community awareness programmes. Child Rights education was not treated as a stand-alone activity but was integrated throughout the project's educational, health, nutrition, and community development initiatives, ensuring that children's rights remained at the centre of every intervention.

Regular awareness sessions were organised to educate children about their fundamental rights, including the right to education, protection, participation, health, equality, and development. Children were encouraged to express their views confidently, participate actively in classroom and community activities, respect the rights of others, and understand their responsibilities as responsible members of society. Interactive discussions, educational activities, cultural programmes, and awareness campaigns enabled children to understand these concepts in a meaningful and age-appropriate manner.

Teachers, Community Educators, and parents were also sensitised on their shared responsibility to protect children from all forms of abuse, violence, neglect, discrimination, and exploitation. Training programmes strengthened educators' capacity to create child-friendly classrooms where every child felt respected, safe, and valued. Parent meetings promoted positive parenting practices and encouraged families to provide nurturing home environments that support children's education, emotional well-being, and personal development. Throughout the project, EDUCATR maintained close collaboration with families, schools, and community leaders to ensure that children's best interests remained the guiding principle in all programme activities.



Measurable Outcomes and Impact

The Child Rights Promotion and Child Protection Programme significantly strengthened awareness and understanding of children's rights among children, parents, teachers, and the wider community. Children demonstrated greater confidence in expressing their views, participating in learning activities, and recognising the importance of mutual respect, equality, and personal responsibility. Teachers increasingly adopted child-centred teaching practices that promoted inclusion, participation, and non-discrimination, while parents became more aware of their role in protecting and supporting their children's overall development.

The programme contributed to creating safer and more supportive educational environments where children could learn without fear and develop their full potential. By embedding Child Rights principles across every component of the project, EDUCATR strengthened a culture of respect, protection, participation, and accountability that will continue to benefit children long beyond the completion of the project. This integrated rights-based approach has become one of the project's most significant achievements and has reinforced the shared commitment of Guru Krupa Foundation and EDUCATR to ensuring that every child enjoys a safe, inclusive, and empowering environment in which to learn, grow, and thrive.

Activity 6: Health Promotion and Medical Check-up Programme

Proposed Outcome

The project proposed to improve the overall health, hygiene, and well-being of vulnerable rural children by promoting preventive healthcare, personal hygiene, nutrition awareness, and access

to periodic medical check-ups. The programme aimed to ensure that children remained healthy, physically active, and better prepared to participate effectively in their education while fostering healthy practices among families and the wider community.

Implementation and Progress

During the project period, EDUCATR successfully implemented the Health Promotion and Medical Check-up Programme as an integral component of its holistic child development initiative. Regular health awareness programmes were organised for children, parents, teachers, and Community Educators to promote personal hygiene, sanitation, nutrition, disease prevention, and healthy lifestyle practices. These awareness sessions encouraged children to adopt healthy habits such as regular handwashing, maintaining personal cleanliness, consuming nutritious food, and keeping their surroundings clean and safe.

Periodic medical check-ups were organised with the support of qualified healthcare professionals to assess the general health status of participating children. The health examinations enabled the early identification of common health concerns and provided an opportunity for timely advice and appropriate referrals wherever necessary. Parents were informed about their children's health status and encouraged to seek follow-up medical care whenever required. Teachers and Community Educators also played an important role in observing children's health conditions and reinforcing healthy practices within both the classroom and the community.

Health education was integrated into daily learning activities, enabling children to understand the relationship between good health, nutrition, education, and personal well-being. The programme created a supportive environment where children's physical, emotional, and social well-being received equal importance alongside their academic development.

Measurable Outcomes and Impact

The Health Promotion and Medical Check-up Programme successfully contributed to improving children's awareness of personal hygiene, preventive healthcare, and healthy living practices. Teachers observed that healthier children attended school more regularly, participated more actively in classroom activities, and demonstrated improved concentration and enthusiasm for learning. Parents also became more conscious of maintaining healthy lifestyles within their families and recognised the importance of preventive healthcare in supporting their children's growth and development.

The programme strengthened collaboration between families, educators, and healthcare professionals, creating a community-wide commitment to children's health and well-being. By integrating health promotion with education, nutrition, and Child Rights, EDUCATR ensured that children benefited from a comprehensive approach to development. The initiative has established positive health practices that will continue beyond the project period, contributing to healthier children, stronger families, and more resilient communities.



Activity 7: Teachers' Capacity Building Programme

Proposed Outcome

The project proposed to strengthen the professional knowledge, teaching competencies, and child-centred educational practices of teachers and Community Educators to improve the quality of education provided to vulnerable rural children. The programme aimed to equip educators with effective teaching methodologies, classroom management skills, child rights awareness, and innovative learning approaches that would create inclusive, engaging, and supportive learning environments where every child could achieve his or her fullest potential.

Implementation and Progress

During the project period, EDUCATR successfully implemented the Teachers' Capacity Building Programme through regular training workshops, orientation programmes, review meetings, mentoring sessions, and continuous professional support for teachers and Community Educators. The programme focused on strengthening child-centred teaching methodologies, participatory learning techniques, lesson planning, classroom management, continuous assessment, remedial education, inclusive education, child psychology, communication skills, and the effective integration of Child Rights into everyday teaching practices.

The training sessions encouraged teachers to move beyond traditional teaching methods by adopting interactive and activity-based approaches that promoted children's active participation, creativity, critical thinking, and collaborative learning. Teachers and Community Educators also exchanged experiences, discussed classroom challenges, and identified practical solutions that enhanced the quality of instruction and strengthened their confidence as educators. Regular mentoring and classroom observation enabled EDUCATR to provide constructive guidance and

ensure that the knowledge gained during training was effectively translated into improved classroom practices.

The programme also reinforced the important role of teachers as mentors, role models, and child rights advocates. Educators were encouraged to create learning environments founded on respect, inclusion, equality, participation, and the best interests of every child, thereby ensuring that classrooms remained safe, supportive, and conducive to learning.

Measurable Outcomes and Impact

The Teachers' Capacity Building Programme significantly enhanced the professional competencies of teachers and Community Educators, leading to noticeable improvements in the quality of teaching and learning across the project. Teachers demonstrated greater confidence in using child-centred methodologies, managing diverse classrooms, assessing children's learning needs, and providing individual academic support. As a result, children benefited from more engaging lessons, improved classroom participation, stronger academic guidance, and a more inclusive educational environment.

The investment in teachers has become one of the project's most sustainable achievements. The knowledge, skills, and experience gained through continuous professional development will continue to benefit future generations of children long after the completion of the project. By strengthening the capacity of educators, Guru Krupa Foundation and EDUCATR have created a lasting educational resource that will continue to improve learning outcomes, promote children's holistic development, and contribute to the long-term advancement of quality education within the community.

Activity 8: Parent Empowerment and Community Participation Programme

Proposed Outcome

The project proposed to strengthen the active participation of parents, caregivers, community leaders, and other stakeholders in promoting children's education, health, protection, and overall well-being. The programme aimed to empower parents to become informed partners in their children's education, strengthen community ownership of child development initiatives, and create a supportive environment where every child could grow in safety, dignity, and confidence.

Implementation and Progress

During the project period, EDUCATR successfully implemented the Parent Empowerment and Community Participation Programme through regular parent meetings, community awareness programmes, consultations, and interactive discussions. These initiatives created a strong partnership between families, teachers, Community Educators, and the wider community, recognising that children's education and development are a shared responsibility. Parents were encouraged to participate actively in monitoring their children's academic progress, maintaining regular school attendance, supporting learning at home, and creating a nurturing environment that fostered both educational achievement and personal growth.

Community awareness programmes addressed a wide range of issues, including the importance of quality education, Child Rights, child protection, positive parenting, health and hygiene, nutrition, gender equality, environmental responsibility, and the role of families in promoting

children's holistic development. Teachers and Community Educators maintained continuous communication with parents to discuss children's educational progress, identify challenges at an early stage, and jointly develop practical solutions that supported each child's individual learning needs. The programme also encouraged local participation in school activities, awareness campaigns, and educational events, thereby strengthening community ownership of the project and reinforcing collective responsibility for children's well-being.

The programme fostered an atmosphere of trust, cooperation, and mutual respect among parents, educators, and community members. Through continuous dialogue and collaboration, EDUCATR strengthened relationships that have become an important foundation for sustaining the project's achievements beyond the funding period.



Measurable Outcomes and Impact

The Parent Empowerment and Community Participation Programme successfully strengthened family engagement in children's education and increased community awareness of the importance of investing in children's future. Parents became more actively involved in supporting regular school attendance, monitoring academic progress, encouraging healthy practices, and reinforcing positive values at home. Teachers observed improved communication with families, enabling early identification of learning challenges and more effective support for children.

The programme also strengthened community ownership of educational and child development initiatives, creating a supportive environment where children receive encouragement not only from their schools but also from their families and communities. This collaborative approach has contributed significantly to the sustainability of the project by ensuring that responsibility for children's education, protection, and development is shared by all stakeholders. Through this initiative, Guru Krupa Foundation and EDUCATR have strengthened the social fabric of the communities, enabling children to grow in an environment where learning, protection, participation, and holistic development are valued and actively supported.

Empowering 60 Rural Women Farmers through Sustainable Climate Smart Agriculture in Usilamapatti Taluk, Madurai District, Tamil Nadu, India

IN PARTERSHP WITH



ASSOCIATED COUNTRY WOMEN OF THE WORLD

Rural Women in Action Fund

Overall Aim of the Project

The overall aim of the project is to empower rural women farmers through sustainable climate-smart agriculture practices. The project intends to enhance agricultural productivity, improve soil fertility, promote water conservation, reduce the use of chemical fertilizers and pesticides, and strengthen the economic sustainability of rural women farmers.

ACTIVITIES IMPLEMENTED:

Training on Crop Selection and Genetics for climate-resilient farming.

A one-day training programme was successfully conducted on 12 Oct 2025 for 60 women farmers on crop selection and climate-resilient agricultural practices. The participants learned about drought-resistant and climate-tolerant crop varieties suitable for their local farming conditions.

The resource persons explained the benefits of climate-resilient crops and shared practical examples which helped the participants understand the importance of adapting to climate change.

Through a series of training programmes on crop selection, soil management, water conservation, integrated pest management, nutrient management, and climate adaptation strategies, 60 rural women farmers have gained increased knowledge and practical understanding of climate-smart agriculture. The participants are now more aware of sustainable farming practices and the importance of adapting agricultural activities to changing climatic conditions.



Training on Soil Management and Conservation Agriculture.

A one-day training programme was conducted on 28 Oct 2025 for soil conservation practices including crop rotation, cover cropping, and improving soil fertility through organic methods. All 60 women farmers participated actively in the training programme. The project team conducted practical demonstrations and discussions to explain the long-term benefits of organic soil management and sustainable agriculture.

The establishment of organic manure and herbal fertilizer production units has encouraged farmers to adopt environmentally friendly farming practices. Organic manure and liquid fertilizers have been distributed to the farmers, enabling them to reduce the use of chemical fertilizers and promote soil health.



Water Management through rainwater harvesting and restoration of water ponds.

Five water storage ponds in the target villages were renovated and deepened to improve water storage capacity in the months of October and November 2025. A Water Management Committee consisting of community members and women farmers was formed to monitor the effective use of water resources. Community meetings and awareness discussions were conducted which helped farmers understand the importance of water conservation for sustainable agriculture. At the beginning some farmers were not fully aware of the importance of rainwater harvesting

The restoration of water storage ponds and awareness on rainwater harvesting have improved water availability for agricultural activities. Farmers have become more conscious about water conservation and efficient irrigation practices.



Establishment of Nursery Garden and Agroforestry Promotion.



A nursery garden was established and approximately 12,000 tree saplings were prepared. Tree saplings were distributed to the women farmers to promote agroforestry practices in their agricultural lands. Started the work in December 2025 Farmers were not familiar with integrating trees within farming systems.

Practical guidance and demonstrations were provided to encourage farmers to adopt agroforestry practices. The work progress is still ongoing

Establishment of Organic Manure and Herbal Fertilizer Units.

Women farmers established organic manure and herbal pesticide preparation units. Organic manure and herbal fertilizers were prepared and distributed among the project beneficiaries to support chemical-free farming practices. The activity started in Jan 2026. Some farmers initially doubted the effectiveness of organic inputs.

The project team provided demonstrations and continuous guidance on the preparation and application of organic manure and herbal fertilizers. It is now ongoing.

The establishment of organic manure and herbal fertilizer production units has encouraged farmers to adopt environmentally friendly farming practices. Organic manure and liquid fertilizers have been distributed to the farmers, enabling them to reduce the use of chemical fertilizers and promote soil health.



Livestock Management: Improved grazing practices to enhance pasture quality and distributing breeds of three goats each to adapted to changing climates



As part of promoting integrated climate-smart agriculture, the project facilitated livestock management support for the women farmers. One women farmers group took responsibility for procuring and managing the livestock distribution process. A total of goats suitable for the local climatic conditions were procured and distributed among the 60 women farmers. Each beneficiary received three goats to support livestock rearing and strengthen their farming system. Guidance was also provided on improved grazing practices and livestock care to ensure better productivity and sustainability. The integration of livestock with crop cultivation has enabled the farmers to utilize organic manure from the animals for their agricultural fields, thereby supporting organic farming practices.

Initially some women farmers expressed concern about managing additional livestock due to limited experience in improved livestock management practices.

The project team organized practical guidance and consultation with local veterinary professionals. Women farmers were trained on basic livestock care, feeding practices, and disease prevention. Continuous follow-up visits were conducted to support the beneficiaries and ensure proper management of the livestock.

The distribution of goats and support for improved livestock management have strengthened the livelihood opportunities of the women farmers. Livestock integration also contributes to organic farming through the availability of natural manure.

Integrated Pest Management (IPM): Establishing one organic manure unit and supply 20kg organic manure to 60 farmers

As part of promoting integrated pest and nutrient management practices, the project facilitated the establishment of one organic manure production unit managed by the women farmers' group. The unit produces organic manure using locally available agricultural waste and livestock dung. Through this initiative, approximately **20 kg of organic manure was supplied to each of the 60 women farmers** to support environmentally friendly farming practices. The use of organic manure has helped farmers reduce dependence on chemical fertilizers while improving soil fertility and crop productivity. The activity has

also encouraged farmers to adopt sustainable and eco-friendly agricultural practices within their farming systems.

At the initial stage, some farmers were unfamiliar with the preparation and application of organic manure and expressed concerns regarding its effectiveness compared to chemical fertilizers.

The project team organized practical demonstrations and awareness sessions on the preparation, storage, and application of organic manure. Continuous guidance and follow-up visits were carried out to ensure that farmers correctly apply organic manure in their fields and gradually adopt integrated pest management practices.



Nutrient Management: Establishing one organic and herbal fertilizer unit and supply 50 liters to 60 farmers

As part of strengthening nutrient management practices among the women farmers, the project facilitated the establishment of one organic and herbal fertilizer preparation unit managed by the women farmers' group. The unit prepares organic and herbal liquid fertilizers using locally available natural ingredients such as plant extracts, cow dung, and other organic materials. Through this initiative, approximately **50 liters of organic and herbal liquid fertilizer were supplied to each of the 60 women farmers**. The farmers were trained on the proper application of these fertilizers to improve soil fertility,

enhance crop growth, and reduce dependency on chemical fertilizers. The activity has helped promote environmentally friendly and sustainable farming practices in the target villages.

At the initial stage, some farmers were unfamiliar with the preparation and application of organic and herbal liquid fertilizers and were unsure about their effectiveness.

The project team organized demonstrations and practical training sessions on the preparation and use of organic and herbal fertilizers. Continuous guidance and follow-up visits were conducted to ensure that the farmers apply the fertilizers correctly and gradually adopt sustainable nutrient management practices.



Community Engagement and Capacity Building: Farmer training programs on climate-smart practices. One day training to 60 women farmers

As part of strengthening community participation and improving the knowledge of the beneficiaries, a one-day farmer training programme on climate-smart agricultural practices was organized for the 60 women farmers involved in the project. The training focused on increasing awareness about sustainable farming methods, climate change adaptation strategies, water conservation practices, and the importance of reducing chemical inputs in agriculture. Resource persons shared practical knowledge on how farmers can adapt their farming activities to changing climatic conditions. The training programme

encouraged active participation, discussions, and experience sharing among the women farmers, thereby strengthening their confidence and leadership within their farming communities.

Some participants initially had limited awareness of climate-smart agricultural practices and were unsure about how these practices could be implemented in their own farms.

The training included practical examples, group discussions, and simple demonstrations to help the farmers better understand the concepts. The project team also provided continuous follow-up support to encourage the farmers to gradually adopt the climate-smart practices introduced during the training.



Policy and Market Incentives: One day training to 60 women farmers

As part of strengthening the economic sustainability of the women farmers, a one-day training programme on policy awareness and market incentives was organized for the 60 project beneficiaries. The training focused on informing the women farmers about various government schemes, agricultural support programmes, and market opportunities available for small-scale farmers. The participants were introduced to basic marketing strategies, value addition, and collective marketing approaches through women farmer groups. The training also encouraged the farmers to explore local markets for selling their agricultural products and to make better use of government agricultural support services.

Initially, many women farmers had limited knowledge about government agricultural schemes and available market opportunities.

The project team provided detailed explanations and examples of relevant government programmes and market linkages. The women farmers were encouraged to work collectively through their groups to access market opportunities and government support schemes more effectively.



Site-specific adaptation: One day training to 60 women farmers

As part of strengthening the capacity of women farmers to respond effectively to local climate challenges, a one-day training programme on site-specific climate adaptation strategies was organized for the 60 project beneficiaries. The training focused on identifying local climate risks such as irregular rainfall, drought conditions, and soil degradation, and developing appropriate adaptation strategies suited to the local farming environment. The participants learned practical techniques including crop diversification, water conservation methods, soil improvement practices, and the use of climate-resilient crop varieties. The training helped the women farmers understand how to adapt their farming practices based on local environmental conditions, thereby improving the sustainability and resilience of their agricultural activities.

Some farmers initially had difficulty understanding how climate change directly affects their farming practices and how local adaptation measures could help address these challenges.

The training included practical discussions, local examples, and participatory exercises to help farmers relate the climate challenges to their own farming experiences. The project team also provided continuous guidance to support the farmers in gradually applying the adaptation strategies in their agricultural fields.

Enhancing educational support to 172 Dalit and poor children and 38 children with disabilities

IN PARTNERSHIP WITH



**Global
Compassion Inc.**

501(c)(3) Non-Profit Public Charity

Project Activities

1. Distribution of Educational Materials to 210 Children

The project will procure and distribute essential educational materials including notebooks, textbooks, stationery items, school bags, and basic learning aids to 210 children. These materials will reduce the financial burden on poor families and ensure that children are fully equipped to participate in classroom learning from the beginning of the academic year.

2. Provision of Nutritious Supplements (10 Months)

To address malnutrition and improve concentration and attendance, nutritious supplements will be provided twice a week for a period of 10 months. The supplements will include healthy and locally sourced food items that enhance children's physical growth, cognitive development, and overall well-being.

3. Procurement of Sports Equipment

Sports materials such as balls, skipping ropes, indoor games, and other age-appropriate equipment will be procured to promote physical fitness, teamwork, leadership skills, and overall personality development. These resources will also encourage participation in school-level and inter-school competitions.

4. Payment of School Fees for 210 Children

School fees for 172 Dalit and poor children and 38 children with disabilities will be fully supported through this project. This intervention will prevent school dropouts and ensure uninterrupted access to quality education for economically disadvantaged families.

5. Inclusive Classroom Support for Children with Disabilities

The project will strengthen inclusive education practices by providing individualized attention, learning support, and necessary classroom adaptations for 38 children with disabilities. Teachers will ensure an inclusive learning environment where children with disabilities learn alongside their peers with dignity and equal participation.



Project Outcomes:

Through this project, 210 children from marginalized and vulnerable families will experience meaningful and lasting change in their educational journey. The 172 Dalit and poor children who often face social exclusion and financial hardship will gain uninterrupted access to quality primary education in a safe and supportive learning environment. The removal of financial barriers through school fee support and educational materials will significantly reduce the risk of school dropout and child labor.

The 38 children with disabilities will benefit from inclusive classroom practices that promote dignity, equality, and social integration. Learning alongside their peers will strengthen their confidence, communication skills, and emotional well-being. Over time, these children will show improved academic participation and positive behavioural development.

With the provision of nutritious supplements, students' health conditions are expected to improve, leading to better concentration, increased school attendance, and enhanced learning outcomes.

Access to sports materials and co-curricular activities will further contribute to their physical development, teamwork skills, leadership qualities, and self-esteem.

Overall, the project will foster a nurturing and inclusive educational environment where children from socially and economically oppressed communities can thrive academically, socially, and emotionally. In the long term, this initiative will contribute to breaking the cycle of poverty and marginalization by empowering children with education, confidence, and opportunity for a brighter future.



Monitoring

The project will be closely monitored to ensure that all 210 children benefit effectively from the planned interventions. EDUCATR will maintain individual case records for each of the 172 Dalit and poor children and 38 children with disabilities. These records will track attendance, academic progress, behavioural development, and participation in co-curricular activities.

Monthly staff meetings will be conducted to review student performance, classroom engagement, and overall project implementation. Teachers will assess academic improvement through regular class tests, assignments, and term examinations. Special attention will be given to children with disabilities to ensure that inclusive learning strategies are effectively practiced and that their individual learning needs are met.

Attendance registers will be reviewed regularly to identify irregular attendance and take timely corrective action through parent interaction and counselling. Feedback will also be collected from parents and community members to evaluate satisfaction and the overall impact of the project.

In addition, the health and well-being of children receiving nutritious supplements will be informally observed by teachers to assess improvements in energy levels, attentiveness, and participation. These combined monitoring mechanisms will help ensure accountability, transparency, and measurable impact.



Sustainability

The sustainability of the project is rooted in strong community participation and institutional commitment. EDUCATR has been serving marginalized communities since 1997 and has built deep trust within the local community. Parents are actively engaged in school activities and understand the value of education for their children's future.

The school infrastructure, experienced teaching staff, and established management systems provide a stable foundation for continued service delivery. By strengthening inclusive education practices and improving learning outcomes, the project will create long-term benefits that extend beyond the funding period.

Efforts will also be made to mobilize local contributions, build partnerships with well-wishers and donors, and gradually strengthen internal resource generation. As children progress academically and gain confidence, the community's commitment toward education will further increase, creating a self-reinforcing cycle of educational empowerment.

Ultimately, this project will not only support children for one academic year but will contribute to breaking intergenerational poverty by equipping marginalized children with education, skills, and confidence for a sustainable future.



EDUCATION SUPPORT TO POOR AND NEEDY CHILDREN IN PARTNERSHIP WITH SHAMDASANI FOUNDATION - Hong Kong:

THE SHAMDASANI FOUNDATION-
Hong Kong
(CHARITABLE TRUST)
In the name of Sai Baba of Shirdi, India



In living memory of Sri Sai Baba of Shirdi India

EDUCATR in partnership with SHAMDASANI FOUNDATION - Hong Kong supported 38 poor children. Today quality education is not possible as parents living in poor situation unable pay their school fees and provide school books and note books.



We identified and selected 38 poor and needy in Usilamapatti municipality area and admitted them at CHAKKARAVARTHY NURSERY AND PRIMARY SCHOOL run by EDUCATR. Like other children these poor children are paid their school fees and distributed school books and note books. Now the children are continuing their education joyfully. On 22 Jan 2026 we conducted event and provided note books to all 38 poor and needy children in our school. These children are coming from very poor families and their parents are daily workers who work in the corporation and in construction work. They are unable to provide better education with their meagre income.

One-Day General Health Check-up Camp for Women Self-Help Group Members

A one-day General Health Check-up Camp was successfully organized on **12 February 2026** for members of Women Self-Help Groups in Usilamapatti. The camp aimed to promote preventive healthcare by providing basic medical examinations, health awareness, and early detection of common health issues among rural women.



A team of **four qualified doctors**, supported by medical assistants and healthcare staff, conducted comprehensive health check-ups for the participants. The examinations included general physical assessments, blood pressure screening, blood sugar testing, and consultations on nutrition, personal hygiene, and healthy lifestyle practices. Participants requiring further medical attention were advised to seek appropriate follow-up treatment.

A total of **112 women** from various Self-Help Groups actively participated in the camp. The initiative was well received, as many beneficiaries had limited access to regular health services. The camp increased health awareness, encouraged timely medical consultations, and strengthened the importance of preventive healthcare among the women.

The organizers express their sincere gratitude to the doctors, medical team, volunteers, and all the participants for making the health camp a meaningful and successful community health initiative.

INTERNATIONAL WIDOWS DAY

The 2011 census revealed that single women in India, in the 20 to 24 age group, have increased over the years, which is also indicative of the fact that more marriages are breaking down. The greatest percentage of single women is among widowed women.

The challenges single women face, especially in rural areas is multifarious. Very unfortunately, single women are stigmatized in India. Never married women are regarded as having some 'defect' for not having found a husband. Although this is true the world over, it is especially significant in the Indian scenario where marriage is regarded as a woman's ultimate goal.

Divorced and separated women are often considered as characterless for being selfish enough not to have stayed in a marriage, no matter how hopeless that marriage might have been.

Widowed women, especially in rural areas are succumb to social atrocities like being forced to live on a meager diet, being forbidden from enjoying life, having to wear white and not often being socially allowed to get into a relationship or remarry. Single women of all kinds, are vexed with many personal questions regarding their single status. Very unfortunately, single women are stigmatized in India. Never married women are regarded as having some 'defect' for not having found a husband. Although this is true the world over, it is especially significant in the Indian scenario where marriage is regarded as a woman's ultimate goal.

IN VIEW OF INTERNATIONAL WIDOWS DAY EDUCATR CONDUCTED ONE DAY MOTIVATION AND TRAINING PROGRAMME TO 42 SINGLE WOMEN AND ENSURED THEY ARE GIVEN VARIOUS SKILLS IN THE COMING DAYS TO GET REGUAL INCOME



CONCLUSION

The year 2026–2027 has been another meaningful chapter in the journey of the Education Communication and Development Trust (EDUCATR). Throughout the year, we remained steadfast in our commitment to serving vulnerable children, women, and marginalized communities through integrated programmes in education, child rights, nutrition, health, sustainable agriculture, environmental conservation, and community development. Despite the social and economic challenges faced by many rural families, our collective efforts have enabled hundreds of beneficiaries to access opportunities that improve their quality of life and strengthen their hopes for a brighter future.

The achievements presented in this Annual Report are not merely statistics or completed activities; they represent lives transformed, dreams revived, and communities empowered. Every child who continued schooling because of educational support, every woman who gained confidence through sustainable livelihood initiatives, every farmer who adopted climate-smart agricultural practices, and every family that embraced healthier living reflects the lasting impact of collaborative development efforts. These accomplishments demonstrate that sustainable change becomes possible when communities, development organizations, donors, government institutions, and committed individuals work together with a shared vision.



Our sincere gratitude goes to our generous donor partners, government departments, educational institutions, healthcare professionals, community leaders, volunteers, and well-wishers whose trust, encouragement, and financial support have made these achievements possible. We also express our heartfelt appreciation to our dedicated staff, teachers, Community Educators, and Board of Trustees, whose professionalism, compassion, and unwavering commitment continue to translate our vision into meaningful action. Above all, we thank the children, women, farmers,

parents, and community members who have actively participated in our programmes and inspired us through their resilience, determination, and willingness to embrace positive change.

While we celebrate the progress achieved during the year, we recognize that significant challenges remain. Poverty, educational inequality, climate change, health disparities, and social exclusion continue to affect the lives of many vulnerable families. These realities strengthen our resolve to expand our programmes, deepen community participation, build stronger partnerships, and develop innovative solutions that respond to emerging needs. We remain committed to ensuring that every intervention we undertake promotes dignity, equality, inclusion, accountability, and sustainable development.

As we look to the future, EDUCATR reaffirms its mission of creating opportunities that empower individuals and transform communities. We believe that investing in children is investing in the future, empowering women strengthens families and societies, and protecting the environment safeguards the well-being of generations to come. With continued partnership, shared responsibility, and God's abundant blessings, we are confident that together we can build a society where every child receives quality education, every woman enjoys equal opportunities, every family lives with dignity, and every community thrives in peace, justice, and sustainable development.

Thank you for walking with us on this journey of hope, compassion, and transformation. We invite you to continue partnering with EDUCATR as we work together to create lasting change and build a brighter future for the communities we serve.

Dr. R. Velmurugan

Managing Trustee

Education Communication and Development Trust (EDUCATR)