

New Plan for Kamarhati (2026–27)
“Hub & Spoke Model”
Education Programme & Adolescent Outreach in Schools

Concept Note

1. Introduction

Every year, Hijli INSPIRATION adopts innovative approaches based on its cumulative field experiences working with children, schools, parents, and communities. These learnings have consistently contributed to improving sustainability, strengthening retention in education, and enhancing the overall development of underprivileged children and adolescents.

Building on these insights, the organisation proposes a structured and scalable **“Hub & Spoke Model”** for the Kamarhati intervention (2026–27). This model is grounded in practical experience and is designed to deepen impact, ensure continuity, and expand outreach in a systematic manner.

2. Strategic Justification of the Approach

Based on field implementation of education and Social Emotional Learning (SEL) programmes, Hijli INSPIRATION has identified the need for a more integrated and sustainable model.

The **Hub & Spoke approach**:

- Strengthens linkages between community-based centres and formal schools
- Ensures continuity in learning and engagement
- Enhances retention and reduces dropout
- Creates a structured support system for both academic and socio-emotional development

This approach enables children and adolescents to receive **consistent, multi-dimensional support**, both within the community and in school environments.

Feedback from parents, community members, and school teachers indicates:

- Strong demand for continuation and expansion
- Visible behavioural and learning improvements among adolescents
- Need to include boys in SEL interventions
- Recommendation to expand to rural areas

Insights that came up during home visits and parents' meetings:

- *“My son Sultan had no interest in studies earlier. Now he is doing maths and sits on his own to study. He is more attentive now.” — Najima Bibi*
- *“Earlier my child had no interest in studies. Now she is doing yoga regularly and is calmer and more interested.” — Ruksana Bibi*
- *“Earlier my child was not interested in studies. Now she participates more in class and is slowly becoming more confident.” — Murshida Bibi*
- *“Earlier my child had no interest in studies. Now she is doing yoga, playing games, and mixing with others more.” — Reshma Khatoon*
- *“Now my child enjoys coming to the centre. She listens carefully and follows instructions.” — Ruksana Bibi*
- *“Earlier we had to tell him to study. Now he tries on his own and shows interest in learning.” — Najima Bibi*
- *“My child is also learning computer now and feels happy to come and learn new things.” — Reshma Khatoon*

These indicate the need for a structured, scalable model to deepen and widen the programme's reach.

2. Programme Goal

To create a holistic learning and development ecosystem for children and adolescents through integrated education and Social Emotional Learning (SEL), enabling them to build life skills, resilience, and confidence.

3. Programme Components

A. Education Programme (Centre-Based)

Target Group : Children (7–10 years)
Objective : Strengthen foundational learning and ensure holistic development at an early stage.

Key Areas:

- **Basic Skills** : Reading, writing, comprehension, and computation
- **Curricular Support** : Reinforcement of school learning
- **Co/Extra-curricular Activities:** Creative learning, arts, games, and expression

B. Adolescent Outreach Programme (School-Based SEL)

Target Group : Adolescents (11–16 years)
Objective : Institutionalize Social Emotional Learning (SEL) to support adolescents' life skills and emotional well-being.

As per feedback from teachers and stakeholders, there is a strong need to integrate SEL within schools, particularly for students from underprivileged backgrounds.

4. Implementation Model – Hub & Spoke Approach

- Existing education and adolescent centres (at Kamarhati) will act as **Hubs**
- Nearby schools and rural schools & communities will function as **Spokes**
- Integrated delivery through:
 - Community-based sessions (centres)
 - School-based SEL sessions

Rationale:

Based on Hijli INSPIRATION's experience, this model ensures continuity, sustainability, and retention of students, while strengthening linkages between centres and schools.

5. Key Focus Areas (SEL)

- Safe and inclusive learning environments
- Self-management and resilience building
- Goal-setting and stress management
- Regular SEL sessions for both girls and boys
- Parent and caregiver engagement

6. Strategic Approach

- Scale up SEL as a **continuous**, year-long intervention
- Strengthen linkages between centres (hubs) and schools (spokes)
- Build capacity of teachers and volunteers
- Ensure active parent engagement
- Expand outreach to rural schools to understand needs and context

7. Implementation Plan

A. Education Programme (Centre-Based Implementation)

- **Session Frequency:** Weekly sessions (5:00 PM – 7:00 PM)
- **Participant Structure:** Separate days for existing and new children
- **Approach:**
 - Activity-based and participatory learning
 - Focus on strengthening foundational literacy and numeracy
 - Use of creative methods (drawing, storytelling, games)
- **Expected Output:**
 - Improved reading, writing, and basic computation
 - Increased interest and retention in education
 - Better classroom readiness and participation

B. Adolescent Centre and Outreach Programme (Schools)

- **Existing Centre:** Weekly sessions (5:00 PM – 7:00 PM)
- **School Selection:**
 - Boys' and girls' schools in Kamarhati and Panihati
 - Approximately **4 schools**
- **Session Frequency:**
 - Two SEL sessions per month during school hours

- **Approach:**
 - Participatory and experiential learning
 - Focus on:
 - Emotional regulation
 - Communication and empathy
 - Decision-making and problem-solving
 - Goal-setting and stress management
- **Community Linkage:**
 - Integration with centre-based activities
 - Parent engagement sessions
- **Expected Output:**
 - Improved emotional well-being and confidence
 - Better peer relationships and behaviour
 - Increased awareness on life skills and personal development

8. Expected Outcomes

- Improved learning levels and engagement among children
- Enhanced emotional well-being and resilience of adolescents
- Increased confidence, communication, and life skills
- Strengthened school-community linkage
- Development of a replicable and scalable SEL model for both urban and rural contexts

9. Conclusion

The 2026–27 plan represents a transition from a pilot initiative to a structured, scalable model, grounded in community demand and field experience. Through the **Hub & Spoke** approach, Hijli INSPIRATION aims to create a sustainable and inclusive ecosystem for children and adolescents, ensuring long-term impact on their education and overall development.

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Detail budget 2026-2027

Budget Category	Objective:	Activities:	Estimated Cost Breakdown:	Unit	Duration	Rate	Estimated Cost (INR)
Manpower for Age-Appropriate Learning Competency Improvement and supportive curricular learning through Community Approaches	Regular Team Members	Teaching and Facilitating Classes, Assessing Student Progress, Mentoring and Counseling, Curriculum Development and Improvement, Community Engagement and Outreach, Organizing Extra-Curricular Activities, Conducting Digital (A/V) Classes, community mobilization to connect different schools and Wards and Sr. Coordinator who will coordinate all the activities	3 Nos. Volunteer Teachers	3	12	5000	180,000.00
			2 No. of Special Educator - 1. Teacher for Adolescent Centre & 2. Computer Centre	2	12	5000	120,000.00
			1 Community Mobiliser	1	12	3000	36,000.00
			1 Sr. Coordinator	1	12	16000	192,000.00
			PF Organisation part				31,680.00
			ESI Organisation part				17,160.00
	Resource Persons	Gender & SEL Specialist to cover gender-related issues and psychological aspects and will take session at school level	1 Gender & SEL Specialist	1	12	10000	120,000.00
	Experts for career counselling of adolescents and for conducting short duration trainings	Activity will hold on May 2026	1	1	20000	20,000.00	
			Total for Manpower				716,840.00
Training and Capacity Building	Capacity Building of Facilitator, Teachers, Volunteers to deliver effectively for school readiness, achieving age-appropriate learning competency and linking ISEL with learning improvement Manual and Module Development	Training to implement SEL effectively in the centres & Refresher Training on Enhancing Basic Learning Competency among children	Training for Facilitator, Volunteer Teachers and team members	1	4	3000	12,000.00
		Adolescent Outreach Programme (School-Based SEL) (6 schools x per month 2 session x 7 months in throughout the year)	Orientation for School Teachers and Parents	84	1	500	42,000.00
		Manual and Module Development for Volunteer Teachers - this initiative started from 2025-2026	Manual and Module Development for Volunteer Teachers	1	1	lumpsum	10,000.00
			Total for Training and Capacity Building/Workshop				54,000.00

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Budget Category	Objective:	Activities:	Estimated Cost Breakdown:	Unit	Duration	Rate	Estimated Cost (INR)
Community and Parental Involvement	Engage parents and the local community to support students' social and emotional learning at home at Hub & Spoke Centres	Organize parent-teacher meetings to discuss the importance of SEL and how parents can support.	Parent Meetings	6	1	1000	6,000.00
Total for Community and Parental Involvement							6,000.00
Evaluation	Internal & External Evaluation of the Programme	Internal Evaluation will be carried by internal team of INSPIRATION and External evaluators will be carried by outsource which provide an unbiased, third-party perspective on the effectiveness of the program. They can assess the strengths and weaknesses without the internal biases that may exist within the organization or program staff.	External Evaluation will be conducted of one year completion (June 2026)	1	1	20000	20,000.00
Total for Monitoring, Evaluation, and Research							20,000.00
Centre Infrastructure and Resources	Provide the necessary resources and create a supportive environment for implementation.	Activity Centre for regular basis programme running	Centre Running Expenses	1	12	12000	144,000.00
		Purchase educational tools like posters, books, activity kits, and games.	Educational Tools (Books, posters, games, stationaries etc.)	150	1	150	22,500.00
		Special Event celebration at Hub Centre level	Special Event celebration	150	4	lumpsum	50,000.00
		Travel & Communication cost for Volunteers and INSPIRATION Team		1	12	4000	48,000.00
Total for Centre Infrastructure and Resources							314,500.00
Total Activity cost (A to F)							1,111,340.00
Administrative Overhead	Accounts, Office Stationery, Internet, Communication etc.	10% of Total Cost					111,134.00
Grand Total Budget Estimate							1,222,474.00
Per Unit Cost (150 students)			Per child cost per month				679.00

