

Event Report on

Inauguration of the GRACE Child Development and Life Skills Education Centre

Not Just Certificates: Building the Next Generation Through Knowledge, Skills and Values

GRACE A national NGO, Khulna Launches “[Child Development and Life Skills Education Centre](#)” in Botiaghata Khulna, 10 September 2026;



Location: Kachubunia Village, Jolma Union, Botiaghata Upazila, Khulna

Date: 10 September 2026

Initial Learners: 20 children

Event Participants: Approximately 150 people

1. Background

The coastal and riverine communities of Botiaghata Upazila, particularly those living along the banks of the Rupsha River, face multiple and interconnected forms of vulnerability. The communities living in the riverbank areas are highly dependent on fishing and other climate-sensitive livelihoods, making them particularly exposed to climate change, river erosion, flooding, waterlogging, income shocks and other environmental hazards.

The fisher community in and around Kachubunia and Jolma Union represents one of these vulnerable populations. Many households depend primarily on fishing and daily labour for their livelihoods, while



opportunities for alternative income generation remain limited. Recurrent disasters and environmental changes can reduce fishing opportunities, damage household assets, disrupt income and create additional pressure on families to prioritize immediate survival needs.

These vulnerabilities also have a direct impact on children's education. Economic hardship, livelihood insecurity, distance to educational institutions, child labour, early marriage, disaster-related displacement and loss of household income can interrupt children's regular attendance and increase the risk of school dropout.

Recognizing that education is an important pathway for reducing long-term vulnerability, **GRACE (Green Resilience and Cooperation for Ecosystem)** has initiated the “**GRACE Child Development and Life Skills Education Centre**” in Kachubunia village of Jolma Union, Botiaghata Upazila.

The centre has been established with the vision of providing children from vulnerable households with opportunities not only for academic learning but also for developing moral values, life skills, creativity, health awareness, environmental consciousness and social responsibility.

The initiative was formally inaugurated on **10 September 2026**, with approximately **150 local children, parents, teachers, social workers and community representatives** participating in the event.

2. Justification for Educational Intervention by GRACE

The findings from the community assessment demonstrate a strong and interconnected need for targeted educational intervention in climate-vulnerable and economically disadvantaged communities. Education barriers are not isolated; rather, they are closely linked with poverty, livelihood insecurity, disasters, inadequate housing, limited preparedness and social vulnerability.

2.1 Poverty and livelihood insecurity

Poverty is the most significant barrier to education, affecting 78% of households, while disaster and river erosion affect 55%. In addition, **46% report distance to school as a barrier**, while child labour (39%) and early marriage (32%) create further risks of irregular attendance and dropout.

These challenges are intensified by household economic insecurity:

- **88% of households have no access to alternative livelihoods;**
- **89% have no savings capacity;**
- **63% are in debt; and**
- **87% have no effective coping strategy during income shocks.**

Consequently, many families may be compelled to prioritize immediate household income and survival over children's education.

For fishing-dependent households, income can fluctuate significantly according to weather conditions, river conditions, fishing opportunities and disaster events. Educational support therefore needs to be sensitive to the economic realities of these families.

2.2 Climate and disaster vulnerability

Climate-related hazards further threaten children's educational continuity.

- **88% of households are exposed to flooding;**
- **76% are exposed to river erosion;**
- **82% live in fragile or temporary housing;**



- Households lose an estimated **19 workdays on average** during disruptive events; and
- **52% experience more than 40% income loss during disasters.**

Preparedness is also limited. Only **23% of households consistently receive early warnings**, while only **18% are able to fully act upon warnings**.

When disasters occur, children may experience interruptions in schooling because families lose income, homes or productive assets, relocate temporarily, or become occupied with recovery and survival activities.

Therefore, education in these communities should not be viewed only as academic support. It should also strengthen children's capacity to understand climate risks, protect themselves during emergencies and develop skills that contribute to household and community resilience.

2.3 Child protection and gender-related concerns

The assessment also identifies significant protection concerns. **Child labour and early marriage are reported as important barriers to education**, while **57% of women do not participate in community committees**.

Without appropriate support, children from extremely poor and climate-vulnerable households may face greater risks of school dropout, child labour, early marriage and exclusion from opportunities for personal development.

An accessible community-based learning centre can therefore provide children with a safe, supportive and inclusive space where they can learn, interact, develop confidence and acquire knowledge beyond the formal school curriculum.

2.4 Rationale for GRACE's integrated approach

Based on these findings, GRACE's educational intervention goes beyond conventional academic tutoring. The initiative adopts an integrated approach combining:

- Foundational and supplementary education;
- Moral values and ethics;
- Life skills;
- Health and nutrition;
- Creativity and sports;
- Environmental awareness;
- Climate change awareness;
- Disaster preparedness;
- Social responsibility; and
- Child protection and inclusion.

Such an approach can help address both the immediate educational needs of children and some of the underlying social and environmental factors that influence educational continuity.

3. Objective of the Initiative

Overall Objective

To contribute to the holistic development of children from vulnerable and climate-affected communities by providing accessible educational support, life skills, moral values, creativity, health awareness and environmental knowledge.

Specific Objectives

1. To provide supplementary educational support to children from pre-primary to Class Five.
2. To improve children's foundational learning and confidence.
3. To develop moral values, ethics and social responsibility from an early age.
4. To strengthen children's practical life skills and decision-making abilities.
5. To promote awareness of health, hygiene and nutrition.
6. To encourage creativity, sports and positive social interaction.
7. To introduce children to climate change, environmental protection and disaster preparedness.
8. To provide an inclusive and child-friendly learning environment for children from economically vulnerable households.
9. To engage parents and community members in supporting children's education and development.
10. To establish a replicable community-based education model for other climate-vulnerable communities.

4. Methodology and Implementation Approach

GRACE has adopted a **community-based and shared-responsibility model** for operating the Child Development and Life Skills Education Centre.

4.1 Target children

The initial phase has started with **20 children** from the local community, particularly children from vulnerable beneficiary households.

The target group includes children from **pre-primary level to Class Five**.

The initiative is designed to prioritize children who may face greater educational disadvantages because of household poverty, livelihood insecurity, disaster exposure or other social vulnerabilities.

4.2 Community-based teachers

GRACE will identify capable and suitable teachers from within the local community. The teachers will be:

- Selected based on their educational qualifications and suitability;
- Trained/oriented by GRACE;
- Supported with appropriate teaching guidance and materials; and
- Engaged to provide regular educational and life-skills sessions.



Using teachers from the community is expected to improve accessibility, community ownership and continuity of the intervention.

4.3 Shared contribution model

The centre follows a **50:50 cost-sharing approach for teacher remuneration**:

- **50% of the teachers' remuneration will be contributed by parents/guardians;**
- **50% will be contributed by GRACE.**

This model is intended to create a sense of shared responsibility among families while ensuring that children from vulnerable households can access educational support.

GRACE will provide the necessary **learning materials, teaching and learning resources, training, educational logistics and other required support** for operating the centre.

4.4 Learning approach

The centre will use a child-friendly and participatory approach rather than relying exclusively on textbook-based teaching.

Activities may include:

- Academic learning support;
- Reading and writing practice;
- Storytelling;
- Group activities;
- Creative activities;



- Drawing and cultural activities;
- Games and sports;
- Health and hygiene sessions;
- Nutrition awareness;
- Ethics and values education;
- Environmental activities;
- Climate and disaster awareness; and
- Life-skills development.

The approach will encourage children to **learn, practice, participate and express themselves**, rather than simply memorize information for examinations.

5. Inauguration Event and Community Participation

The Child Development and Life Skills Education Centre was formally inaugurated on **10 September 2026** at Kachubunia village in Jolma Union.

Approximately **150 people**, including children, parents, teachers, social workers and community representatives, attended the event.

Participants emphasized that children's development cannot be ensured by limiting education to conventional or textbook-based learning alone. Alongside formal education, children need opportunities to develop morality and values, health and nutrition awareness, life skills, creativity, environmental consciousness and social responsibility.

The participants appreciated GRACE's initiative and expressed their willingness to provide community support and cooperation for the continued operation and expansion of the centre.

Md. Shariful Islam, representing GRACE, stated that the centre had initially started with 20 children but would be expanded in the future. He highlighted that the centre would focus on ethics and values, health and nutrition, life skills, creativity and sports, climate change and environmental awareness.

Md. Sakib Hossain, another GRACE representative, was also present at the event.

Local teacher **Samp Rarani Halder** highlighted the importance of enabling children to move beyond an examination-oriented education system and develop knowledge, skills, moral values and creativity that can help them become responsible citizens.

6. Continued and Emerging Impact on the Fisher Community

Although the initiative has only recently been launched, its potential and emerging impact extend beyond classroom learning.

6.1 Supporting educational continuity

For children from fishing-dependent households, household income can be highly uncertain. By bringing supplementary learning opportunities closer to the community, the centre can help children continue learning despite economic and environmental difficulties.



6.2 Reducing educational inequality

Children from economically disadvantaged households may have fewer opportunities for private tutoring, educational materials and extracurricular learning. The GRACE centre can help reduce this gap by providing community-based educational support and learning resources.

6.3 Building resilience among children

Children living beside the Rupsha River are growing up in an environment where flooding, erosion, waterlogging and other climate-related risks are part of everyday life.

Introducing climate awareness and disaster preparedness at an early age can help children understand risks and develop safer behaviours. Children can also share relevant knowledge with their families, creating a potential **child-to-family knowledge transfer mechanism**.

6.4 Strengthening parents' engagement

The 50:50 contribution model creates an opportunity for parents to become active partners in their children's education rather than viewing education as the sole responsibility of schools or NGOs.

Regular interaction between teachers, parents and GRACE can help identify attendance problems, learning gaps and protection concerns at an early stage.

6.5 Promoting child protection

The centre can serve as a community platform for identifying and discussing risks associated with child labour, early marriage, school dropout and other forms of social vulnerability.

Regular engagement with parents and community representatives can strengthen awareness that children's education, safety and development are collective community responsibilities.

6.6 Building community ownership

The use of community-based teachers and shared financial contributions can strengthen local ownership of the initiative.

Over time, the centre can evolve from an externally supported project into a **community-supported educational platform**, with GRACE continuing to provide technical guidance, capacity building, learning materials and quality assurance.

6.7 Creating a model for climate-vulnerable communities

The experience from Kachubunia can potentially demonstrate how a relatively small, community-based education initiative can combine academic support with life skills, child protection, climate awareness and environmental education.

If documented properly, the model could be adapted for other vulnerable riverbank, coastal and fishing communities.

7. Expected Outcomes

The initiative is expected to contribute to the following outcomes:

1. Improved foundational learning among participating children.
2. Improved regularity and

 শিশুদের নৈতিকতা ও মূল্যবোধের নির্দেশিকা "Guidelines on Ethics and Values for Children" শুধুমাত্র সনদ নয়, জ্ঞান, দক্ষতা ও নৈতিকতায় গড়ে উঠুক আগামীর প্রজন্ম "Let the next generation grow not only with certificates, but with knowledge, skills, and strong values."		
ক্র/নং	বিষয়বস্তু	Subject
১	সকাল সকাল ঘুমাতে হবে এবং সকাল সকাল ঘুম থেকে উঠতে হবে	Go to bed early and wake up early in the morning.
২	সত্য কথা বলতে হবে	Always speak the truth.
৩	নিয়মিত স্বাস্থ্যকর খাবার খেতে হবে (স্থানীয় খাবার)	Eat healthy and nutritious local food regularly.
৪	নিয়মিত শারিরীক ব্যায়াম/চর্চা করতে হবে	Exercise or engage in physical activities regularly.
৫	পর্যাপ্ত ঘুমাতে হবে (৮-১০ ঘণ্টা)	Get adequate sleep (8-10 hours).
৬	ব্যক্তিগত পরিষ্কার-পরিচ্ছন্নতা বজায় রাখতে হবে	Maintain personal cleanliness and hygiene.
৭	ক্ষতিকর খাবার এড়িয়ে চলতে হবে	Avoid harmful and unhealthy foods.
৮	সত্যতার সাথে কাজ করতে হবে	Work with honesty and integrity.
৯	কথা দিয়ে কথা রাখতে হবে	Keep your promises.
১০	নিজের ভুল নিজে স্বীকার করতে হবে	Admit your own mistakes.
১১	নিজের কাজ নিজে করে করতে হবে	Do your own work by yourself.
১২	রাগ ও আবেগ নিয়ন্ত্রণ করতে হবে	Control your anger and emotions.
১৩	প্রতিদিন ৩/৫/৭ টি ভালো কাজ করতে হবে	Do 3/5/7 good deeds every day.
১৪	সময়ের কাজ সময়ে করতে হবে	Complete tasks on time.
১৫	অপ্রয়োজনে মোবাইল ব্যবহার করা যাবে না	Do not use mobile phones unnecessarily.
১৬	অপ্রয়োজনীয় কাজ থেকে বিরত থাকতে হবে	Stay away from unnecessary activities.
১৭	প্রতিদিনের পড়া প্রতিদিন শেষ করতে হবে	Complete your daily studies every day.
১৮	পাঠ্য বই ছাড়া অন্য শিক্ষামূলক বই পড়তে হবে	Read educational and knowledge-based books besides textbooks.
১৯	দৈনিক পড়ানো বা কাজগুলো নোট করি/ লিখে রাখি	Take notes and write down your daily studies and activities.
২০	বিশ্বাস করার আগে তথ্য যাচাই করতে হবে	Verify information before believing it.
২১	প্রতি নিয়ত নতুন কিছু শেখার অভ্যাস গড়তে হবে	Develop the habit of learning something new regularly.
২২	আমার দায়িত্বগুলো সঠিকভাবে পালন করি	Properly fulfill your responsibilities.
২৩	নিয়মিত ইবাদা তথা প্রার্থনা করতে হবে	Pray regularly.
২৪	দিন শেষে নিজের কাজের হিসেব নিজে মূল্যায়ন করতে হবে	At the end of each day, evaluate your own activities and performance.
২৫	কৃতজ্ঞতা বা ধন্যবাদ জানাতে হবে	Express gratitude and say thank you.
২৬	ভুল করলে ক্ষমা চাওয়া এবং অন্যকে ক্ষমা করতে হবে	Apologize when you make a mistake and forgive others.
২৭	বাবা-মায়ের সেবা ও সম্মান করতে হবে	Serve and respect your parents.
২৮	পরিবারের দায়িত্ব এবং কাজের দায়িত্ব ভাগ করে নিতে হবে	Share household responsibilities and duties.
২৯	শিক্ষক ও গুরুজনের সম্মান করতে হবে	Respect teachers and elders.
৩০	আত্মীয়দের বৌজ-খবর নিতে হবে	Keep in touch with and check on relatives.
৩১	ভালো বন্ধুদের সাথে চলাফেরা করতে হবে	Spend time and maintain good relationships with good friends.
৩২	অন্যের বিপদ-আপদে পাশে থাকতে হবে	Stand beside others in times of danger and difficulty.
৩৩	ছোট-বড় সকলের সাথে নম্র-ভদ্র আচরণ করতে হবে	Behave politely and respectfully with everyone, regardless of age.
৩৪	কাউকে উপহাস করা থেকে বিড়ত থাকতে হবে	Never mock or make fun of anyone.
৩৫	সামাজিক কাজে অংশগ্রহণ করতে হবে	Participate in social and community activities.
৩৬	সঞ্চয় করতে হবে এবং অপচয় করা থেকে রিডৃত থাকতে হবে	Save money and avoid unnecessary expenditure.
৩৭	সকল পেশার/ধর্মের/জাতির মানুষদের সমান সম্মান করতে হবে	Respect people of all professions, religions, and ethnic backgrounds equally.
৩৮	যেখানে-সেখানে ময়লা ফেলার না এবং অন্যকে ও নিষেধ করতে হবে	Do not litter anywhere and encourage others not to litter.
৩৯	পরিবেশ সুন্দর ও পরিচ্ছন্ন রাখতে হবে	Keep the environment beautiful, clean, and healthy.
৪০	দলগত কাজে সক্রিয় অংশগ্রহণ করতে হবে	Actively participate in group and community activities.
৪১	গাছ লাগানোর অভ্যাস গড়ে তুলতে হবে	Develop the habit of planting and caring for trees.

গ্রেস শিশু বিকাশ ও জীবনদক্ষতা শিক্ষা কেন্দ্র

কচুবুনিয়া, জলমা, বটিয়াঘাটা, খুলনা

বাস্তবায়নে: গ্রীন রেজিলিয়েন্স এ্যান্ড কো-অপারেশন ফর ইকো সিস্টেম (গ্রেস)

৭৩/৩৬-ঘ, বান্দাবাজার, লবনচরা, শিপইয়ার্ড-৯২০১, খুলনা

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continuity of children's learning.

3. Increased confidence, communication and participation among children.
4. Improved understanding of moral values and social responsibility.
5. Increased knowledge of health, hygiene and nutrition.
6. Improved life skills and problem-solving abilities.
7. Increased participation in creative, cultural and sporting activities.
8. Increased awareness of climate change, environmental protection and disaster preparedness.
9. Increased parental engagement in children's education.
10. Greater community awareness of child labour, early marriage and school dropout risks.
11. Strengthened community ownership of children's education.
12. Development of a practical community-based education model that can be replicated in other climate-vulnerable areas.

8. Monitoring and Learning

GRACE should establish a simple monitoring system to assess both educational progress and wider social impact.

Key indicators may include:

Area	Suggested Indicator
Participation	Number of enrolled children
Attendance	Monthly attendance rate
Learning	Periodic assessment of reading, writing and numeracy
Life skills	Changes in selected life-skills competencies
Health	Knowledge of hygiene, nutrition and healthy practices
Protection	Awareness of child labour and early marriage risks
Climate	Knowledge of climate hazards and preparedness
Parent engagement	Number of parent meetings/participation
Community ownership	Parent/community contribution and participation
Retention	Number of children continuing in the programme

Area

Suggested Indicator

Expansion

Number of additional children/community members reached

A baseline assessment should be conducted at the beginning, followed by periodic assessments every **3–6 months** to document changes in learning, behaviour, participation and resilience.

9. Recommendations for Further Expansion

Based on the vulnerability of the fisher community and the interconnected barriers to education, the following actions are recommended:

9.1 Gradual expansion of student coverage

GRACE may gradually expand the programme from the initial 20 children to additional vulnerable children from Kachubunia and surrounding villages, while maintaining manageable teacher-student ratios.

9.2 Prioritize the most vulnerable children

Expansion should particularly consider children from:

- Extremely poor households;
- Fishing-dependent families;
- Female-headed households;
- Households affected by river erosion;
- Families experiencing disaster-related income loss;
- Children at risk of dropping out;
- Children involved in child labour; and
- Children vulnerable to early marriage.

9.3 Establish a structured life-skills curriculum

GRACE should develop a simple age-appropriate curriculum covering:

Values → Life Skills → Health & Nutrition → Child Protection → Climate & Disaster Preparedness → Environment → Creativity → Leadership.

9.4 Strengthen the parent contribution mechanism

The 50:50 teacher-payment model should be carefully monitored to ensure that the contribution does not become a barrier for the poorest households. GRACE may consider a **graduated or vulnerability-based contribution mechanism** if necessary.

9.5 Link education with livelihood resilience

Since poverty and livelihood insecurity are major causes of educational disruption, the education programme should be connected with GRACE's wider livelihood, climate resilience and social protection initiatives where appropriate.

9.6 Develop a child protection referral mechanism

GRACE should establish a simple referral system for children identified as being at risk of child labour, early marriage, abuse, severe poverty or school dropout.

9.7 Introduce environmental and climate learning through practice

Rather than relying only on classroom lessons, children could participate in:

- Tree planting;
- Waste management;
- Water conservation;
- Climate awareness campaigns;
- Disaster preparedness drills;
- River and ecosystem awareness activities; and
- Community environmental observation.

9.8 Develop a community education fund

In the longer term, GRACE may explore establishing a **Community Child Education Fund**, supported by GRACE, parents, local philanthropists, community members and development partners, to sustain educational activities for the poorest children.

9.9 Document and replicate the model

The Kachubunia centre should be treated as a learning pilot. GRACE should systematically document:

- What works;
- What does not work;
- Cost per child;
- Parent participation;
- Learning outcomes;
- Retention;
- Community contribution; and
- Changes in children's knowledge and behaviour.

Based on evidence from the first 6–12 months, GRACE can consider replicating the model in other climate-vulnerable communities of Botiaghata and other riverbank and coastal areas.

10. Conclusion

The inauguration of the **GRACE Child Development and Life Skills Education Centre** represents an important community-level initiative to address the educational challenges faced by children living in a highly vulnerable riverine and fisher-dependent environment.

The assessment findings demonstrate that education barriers are strongly connected with poverty, livelihood insecurity, disasters, river erosion, inadequate housing, limited savings and weak coping capacity. Therefore, addressing children's education requires more than conventional academic support.

GRACE's approach combines education with **values, life skills, health and nutrition, creativity, sports, climate awareness, environmental responsibility and child protection**. This integrated model has the potential to support not only children's academic development but also their ability to cope with the social, economic and environmental challenges surrounding their families and communities.

The initial participation of **20 children** provides a foundation for developing a broader community-based education model. With continued engagement from parents, teachers, community representatives and GRACE, the initiative can progressively contribute to improved educational continuity, stronger child protection, greater community ownership and enhanced resilience among children in the vulnerable fisher communities along the Rupsha River.

GRACE believes that investing in children's knowledge, character, skills and values from an early age is an investment in building a more capable, responsible and resilient generation.

