

LEADS DEVELOPMENT MODEL

Inclusive Education & Child Development Initiative

MODEL: BRIDGE COURSE CENTRE

Background

Children in the mica mining areas of Koderma and Giridih are often engaged in child labour, seasonal migration, domestic responsibilities, or have dropped out of school due to poverty, learning gaps, and limited parental awareness. Many children either never enrolled in school or attended irregularly, making it difficult for them to cope with age-appropriate learning levels. To address this challenge, LEADS developed the **Bridge Course Centre Model** to provide accelerated learning, psychosocial support, and life skills education, enabling out-of-school and vulnerable children to successfully transition into formal education and remain in school.

Concept

The Bridge Course Centre is a community-based transitional education model designed to mainstream out-of-school children, working children, school dropouts, and irregular school attendees into the formal education system. Each centre accommodates around **30 children** and provides intensive learning support for approximately **one year**, depending on the child's educational level and learning needs.

The model follows a child-centred and activity-based learning approach that combines foundational literacy and numeracy, psychosocial care, creative learning methods, life skills, and recreational activities. Learning is imparted through songs, games, storytelling, drawing, sports, group discussions, educational visits, and learning-by-doing techniques to make education enjoyable and meaningful.



Bridge Course Centres work in close coordination with government schools, School Management Committees (SMCs), parents, and community leaders to facilitate children's enrolment, regular attendance, and long-term retention in schools. Special emphasis is placed on restoring children's confidence, identifying their talents, protecting them from child labour and exploitation, and creating an enabling environment for their holistic development.

Steps of Implementation

Step 1: Identification of Children – Conduct village-level surveys to identify out-of-school children, child labourers, school dropouts, and children with irregular school attendance.

Step 2: Community Mobilisation – Engage parents, community members, School Management Committees, Panchayati Raj Institutions, and local leaders to create awareness on children's right to education and secure community support.

Step 3: Selection of Education Volunteers – Identify and train local tutors and education volunteers on child-centred pedagogy, child protection, psychosocial care, and activity-based teaching methods.

Step 4: Establishment of Bridge Course Centre – Set up community-based learning centres in accessible locations with a child-friendly learning environment and appropriate teaching-learning materials.

Step 5: Accelerated Learning Programme – Provide structured learning in foundational literacy, numeracy, environmental studies, and life skills using innovative and participatory teaching methods tailored to children's learning levels.

Step 6: Holistic Child Development – Organise extracurricular activities including sports, music, drawing, storytelling, educational exposure visits, cultural programmes, and health and hygiene sessions to support children's physical, emotional, and social development.

Step 7: Mainstreaming into Schools – After Assessment of children's learning progress, facilitate their enrolment or re-enrolment into nearby government schools, and coordinate with teachers for smooth academic integration.

Step 8: Follow-up and Retention – Regularly monitor children's attendance and academic progress after mainstreaming, conduct home visits, counsel parents, and provide continuous support to minimise the risk of dropout and child labour.



Step 9: Sustainability and Community Ownership - Before the completion of the Bridge Course Centre, encourage the community to contribute learning materials, voluntary teaching support, and other local resources for the regular functioning of the centre beyond the project period.

Outcome for Sustainability

1. Out-of-school children are successfully mainstreamed into formal education.
2. Learning gaps among school dropouts and irregular learners are substantially reduced.
3. Children regain confidence, improve social interaction, and develop positive learning attitudes.
4. Risk of child labour, especially in mica mining, is significantly reduced through sustained school enrolment.
5. Parents and communities become more aware of children's educational rights and actively support school attendance.
6. Strong collaboration between communities and government schools improves children's retention in education.
7. Tutors and education volunteers strengthen local capacities in child-centred education and child protection.



8. The model contributes to improved educational outcomes and supports the long-term elimination of child labour in vulnerable communities.

LEADS Experience

LEADS has successfully established **30 Bridge Course Centres** across the mica mining areas of **Koderma and Giridih districts** to provide educational opportunities for working children, school dropouts, and irregular school attendees. Each



centre supported approximately **30 children** through a twelve-month accelerated learning programme integrating foundational education, psychosocial support, and life skills. Over the project period, around **938 children** benefited from the initiative and were successfully linked with formal government schools. The centres adopted innovative teaching methods, joyful learning, extracurricular activities, and close coordination with parents, communities, and government

schools to ensure children's regular attendance and retention. The model has played a significant role in reducing child labour, improving learning outcomes, restoring children's confidence, and creating sustainable pathways for continued education in vulnerable mica mining communities.

Concluding Remarks

The Bridge Course Centre Model demonstrates that community-based transitional education can effectively reconnect vulnerable children with formal schooling. By combining accelerated learning, psychosocial support, community participation, and strong linkages with government schools, the model addresses both educational exclusion and child labour. It offers a practical, scalable, and replicable approach for ensuring that every child has the opportunity to learn, thrive, and build a brighter future.





