



Sunbird Trust
PEACE THROUGH EDUCATION

A year of enabling empowering ecosystems

ANNUAL REPORT

2025-26



Our
Vision



Our
Impact



Our
Work



Our
People



Our
Stories



*Take a walk with us
through Sunbird's
journey this year across
the education landscape
of the Northeast!*

WHAT'S
INSIDE

A Canvas of Gratitude



We extend our heartfelt gratitude to the young artist from our sponsorship programme whose beautiful artwork has brought this report to life. Through their drawings, they have captured the landscapes, cultures, traditions, and everyday stories of Northeast India, offering a glimpse into how they see and experience the world around them.

Each piece of artwork reflects their creativity, talent, and unique perspective while celebrating the rich diversity of the communities we work with. Their contributions add depth and meaning to these pages, serving as a powerful reminder that the voices, creativity, and aspirations of children are at the heart of everything we do.



Art by-
Lhingjoujam
Sazhonai Alphonsa
Lanjaigai Gonmei

Founders' Note



Leaders at Every Level

The Foundation of Sunbird Trust's Growth and Sustainability



From its earliest years, Sunbird's guiding philosophy has been that lasting change cannot depend on one individual or a small group at the top. Real and enduring impact comes when leadership is cultivated across the organisation and embedded at every level.

Now in its eleventh year, Sunbird Trust is fortunate that its growth and future are being guided by a leadership team whose members have risen organically through the ranks and played a major role in shaping the organisation's systems, culture, and processes.

Yet, leadership at Sunbird extends far beyond formal positions. It is visible at every level, from students in partner schools to teachers, school founders, local communities, and the wider Sunbird team. How has this been achieved, particularly in an organisation whose members are spread across remote regions in six states, often facing severe communication and travel constraints? From its earliest years, Sunbird's guiding philosophy has been that lasting change cannot depend on one individual or a small group at the top. Real and enduring impact comes when leadership is cultivated across the organisation and embedded at every level. This has required courage and conviction from senior leaders, who have consistently empowered team members to take ownership, make decisions, solve problems creatively, and grow into positions of greater responsibility. As a result, Sunbird has developed a culture of trust, initiative, accountability, and shared purpose. Team members see themselves not only as employees, but as stakeholders in a larger mission. Over time, this has strengthened the organisation's sustainability, its momentum and values carried forward by many capable leaders rather than resting on any one person.



Leadership development has also made Sunbird resilient and adaptable in times of crisis. In Manipur, for instance, the shock of COVID-19 was followed by violent ethnic conflict that affected team members, partners, and thousands of sponsored students. Yet, because of a deeply rooted culture of delegation and trust, leaders from within the organisation stepped forward with fresh ideas, local understanding, and unwavering commitment. During some of its most challenging moments, the organisation did not merely absorb the shock but responded with energy, resolve, and compassion.

Today, nurturing leadership remains an intentional priority. Promising team members are given opportunities to lead projects, manage teams, represent the organisation externally, and take responsibility for outcomes. Mentoring, regular dialogue, and a buddy system help individuals reflect on their strengths and areas for growth. Quarterly feedback that is frank, constructive, and fair enables members to review performance and improve continuously. A core expectation within Sunbird is that people take initiative and act responsibly, regardless of designation. Exposure visits, training opportunities, and cross-functional collaboration broaden perspectives and develop new capabilities. Most importantly, **leadership is recognised not only in senior roles but also in anyone who demonstrates initiative, integrity, empathy, and a commitment to service.**

It is not surprising, therefore, to see two team members rise through the ranks from Assistant School Leaders to COOs of the organisation, with one further becoming a Trustee. Sunbird is also investing deeply in its own future through its alumni.



It is not difficult to imagine a future, not far away, when Sunbird Trust will be led by its own progeny.

Today, two Board members and nearly one-sixth of the team are alumni, with that number continuing to grow. Already deeply rooted in the organisation's values and culture, they serve as anchors and ambassadors in communities across Northeast India.

Programmes such as the Sunbird Emerging Leaders Fellowship (SELF) are helping shape the next generation of changemakers. Designed for young graduates from the Northeast, the fellowship combines mentorship, practical projects, and exposure to grassroots development. In Sunbird partner schools, Student Councils give children genuine decision-making responsibilities, helping them build teamwork, initiative, and problem-solving skills from an early age.

Teacher Training Academy and community capacity-building workshops equip local educators and institutions with the tools needed for sustainable school transformation. Regular self-reflection, cross-functional projects, and exposure visits further encourage personal growth and a strong sense of agency.

By deliberately creating spaces for voice, ownership, and growth, **leadership flows through the entire organisation.** This strengthens Sunbird's ability to create impact even in the most remote regions, while preparing the next generation to carry forward its mission of peace through education. This commitment remains central to Sunbird's enduring success, preserving institutional memory while enabling innovation, growth, and **continuity of purpose.**





From the CEO's desk

Building an Ecosystem of Empowerment

"I'm a great believer in luck, and I find the harder I work, the more I have of it." – Thomas Jefferson

This year, Sunbird Trust's impact speaks to exactly this. Our most meaningful area of impact this year is not found in any single programme but in the synergy among them. From the most remote border village community to the youth to the classroom, the teacher and the student, we see an arc of empowerment in our distinct areas of work unified under one vision.

Our newest intervention this year with much impact has been the launch of the Sunbird Emerging Leaders Fellowship Programme — S.E.L.F. While relatively new, having started only about 10 months ago, SELF represents something we have been working toward since our very first scholarship was awarded: completing the circle of empowerment.



From the most remote border village community to the youth to the classroom, the teacher and the student, we see an arc of empowerment in our distinct areas of work unified under one vision.

For years, we have invested in students from the most disadvantaged communities of the Northeast, supporting them through school and college. SELF is the next chapter — a deliberate, structured 15-month capacity building platform that supports students who are completing their college education by equipping them with the soft and hard skills, the growth mindset and the sense of purpose essential to **building meaningful careers** and contributing back to their communities.

The first cohort of 5 fellows is expected to graduate around May 2026, and we look forward to that moment with much pride.

At the other end of the arc, our school interventions are reaching communities that have until now remained beyond the edges of formal education altogether. The Government School Transformation Programme in the border district of Shi-Yomi, Arunachal Pradesh is now at its halfway mark. The long-term MOU with the Government of Arunachal Pradesh is a testament to the system's trust in the Sunbird way of working. The School Transformation Program continues to strengthen the capacity of the schools we work with through a **whole-school approach.**

Strengthening our intervention in schools is our investment in the educators who hold it all together. The Axis Bank – Sunbird Trust Teacher Training and Skilling Academy, which has now empowered more than 300 teachers across Arunachal Pradesh, Manipur, Meghalaya, Nagaland and Assam, reflects our understanding that sustainable school transformation is only possible when the teachers within those schools are equipped with innovative pedagogical skills and the confidence to use them.

Running alongside these programmes is our Community Development work. Initiatives that have until now functioned as separate projects are being brought under a programmatic umbrella – with a deliberate approach of working in tandem with government, leveraging government funding and schemes, and ensuring our efforts build on and amplify what already exists rather than working in parallel to it.

This **systems-level approach**, we believe, will pave the way for lasting change in the communities we serve. What has made all of this possible is the sustained investment in Organisational Development over the past five years. As Leonardo DiCaprio once famously said, ***"Every next level of your life will demand a different you."***

Evolving People Practices, a culture of integrity and collaboration, a rigorous shift to programme design, theories of change and log frames, combined with stronger donor engagement and the fundraising oxygen that keeps any CSO alive year on year have moved us from running impactful projects to building an ecosystem of empowerment.

This signals where our Vision of Building Peace Through Education is heading; our programmatic rigour has made it possible to dream it, design it and deliver it.

As we look to the next five years, we intend to leverage our unique model of working across private and government schools and community development to establish ourselves not only as an implementation partner but a knowledge partner: conducting research, authoring papers and contributing to the larger discourse on education and peace in the Northeast. Through a structured support ecosystem for our graduating scholarship students and an activated alumni network, we aim to deepen our intervention with students for impacting change in their own communities. At the heart of this will remain investing in our people and building the organisational capacity essential to sustain this growth.●



Notes from Trustees

“

During the year, our team confronted a range of challenges, including the ongoing ethnic turbulence in Manipur and the complexities of establishing a strong foothold in remote partner government schools near the Line of Actual Control (LAC) along the Sino-India border in Arunachal Pradesh. In the face of these demanding conditions, our colleagues demonstrated remarkable resilience, perseverance, and dedication, adding immense value to our programmes and strengthening the effectiveness of our overall efforts.

We are delighted to welcome back our dear co-founder, Col Chris Rego, in his new role as a Trustee of Sunbird Trust following his tenure as CEO, a position he stepped down from in January 2024. With his passion, vision, and vast experience, he will continue to mentor, guide, and inspire the team as we carry forward Sunbird Trust's mission.

Ryan Lobo

“

After a little over a decade of sustained effort and commitment, the results of our work are becoming increasingly evident. It is deeply gratifying to witness a growing number of our sponsored students completing their undergraduate and postgraduate studies and crossing the threshold into employment and self-sufficiency. With each passing month, more young people are embarking on meaningful careers, transforming not only their own futures but also contributing positively to their families and communities.

Sonal Sethia

“

With each passing year, Sunbird's work continues not only to expand in scale but also to deepen in impact, enabling us to serve our children and communities in an increasingly holistic and meaningful manner. As our programmes evolve and grow, we remain steadfast in our commitment to nurturing lasting change and creating opportunities where they are needed most.

We are profoundly grateful to our donors, partners, and well-wishers whose unwavering support and belief in our mission make this journey possible. Their steadfast encouragement strengthens our resolve and enables us to advance our mission with greater reach, depth, and effectiveness.

Dayaprasad Kulkarni





Since 2014



65,791

ANNUAL SCHOLARSHIPS PROVIDED



38

SCHOOLS/HOSTELS
CONSTRUCTED



157

CRITICAL INFRASTRUCTURE
CONSTRUCTED



4,26,851

LIVES POSITIVELY IMPACTED
THROUGH COMMUNITY ENGAGEMENT



2025-26 Highlights



Students across our base schools fly high in the year-end examinations

This year, most of our students in Arunachal Pradesh have successfully completed the Class 5 board examinations. Additionally, 12 of our students have gained admission to Jawahar Navodaya Vidyalaya.

8 batches of Axis Bank–Sunbird Trust Teacher Training Academy

219 educators from 72 schools in 5 states of Northeast India were trained in the teacher training academy (TTA), Mechuka. This year, middle stage English, Math and School Leadership modules were designed and facilitated.

Bangalore-sponsored students go on exposure trip

Sunbird sponsored college students studying in Bangalore were taken to Mangalore on a bonding and exposure trip this year.



Sunbird Trust has for the third time in a row been certified as a **Great Place to Work** in the category of Non-profit and Charity Organizations (Under 50 Employees).

Great Place To Work®

Certified

OCT 2024-OCT 2025

INDIA

TM

New classroom block inaugurated at Agape Friendship School

With the support of Mr. Paul Alapat and family a new school complex was built and inaugurated for Agape Friendship School, Ngarian.



196 farmers trained under salt farming initiative

A total of 196 farmers in Manipur received training, and our team members conducted field visits. This year, we organized exposure visits for farmers to the Sunbird Demonstration Farm in Puichi. As a result, the farmers acquired valuable knowledge and hands-on experience in sustainable farming practices.

2025-26 IMPACT



14,150

Annual scholarships
provided



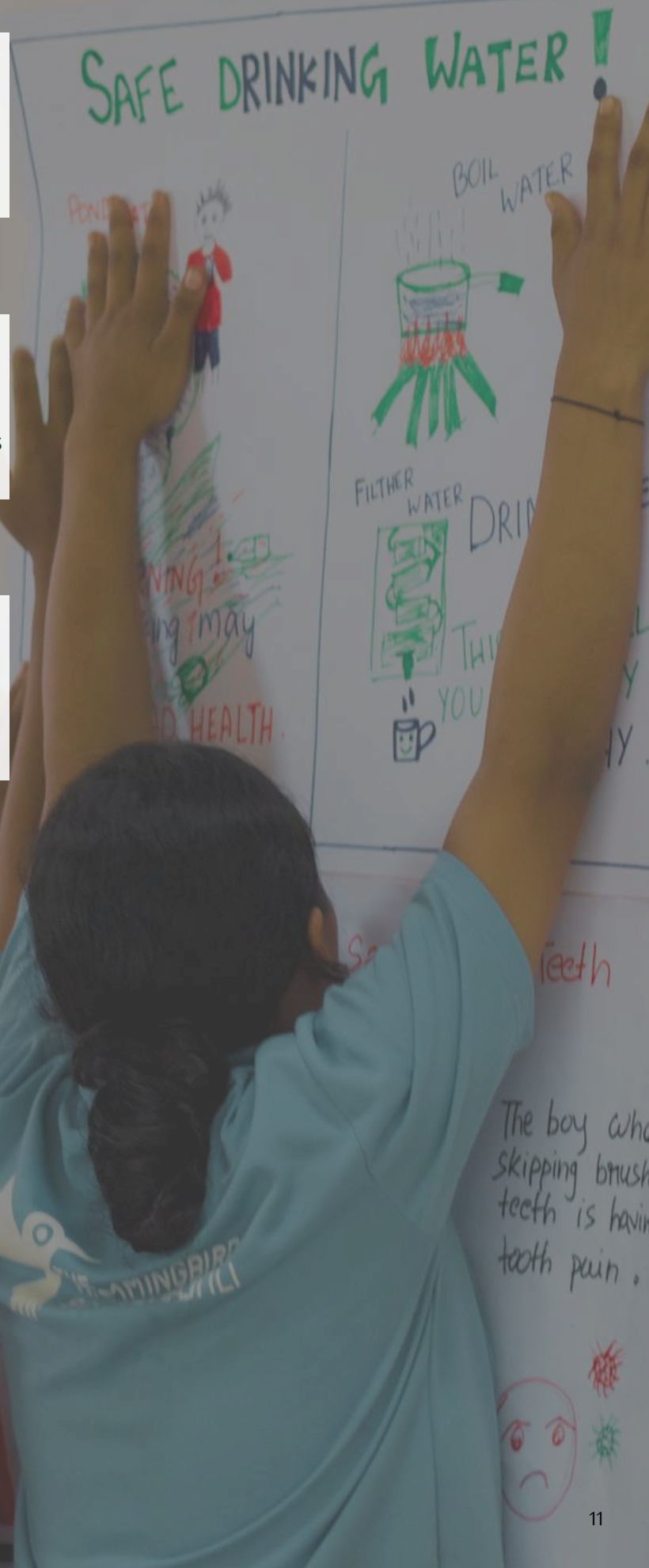
74,996

community interventions
beneficiaries



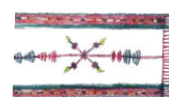
40

Infrastructure projects
executed





Our Work



Our work across the Northeast is divided into different programs all working towards the unified vision of Peace Building and an empowered ecosystem

EDUCATION & CAPACITY BUILDING



Access for All (AFA) Program

Making education accessible

School Transformation Program (STP)

Enhancing remote schools into centers of excellence and peace

Government School Transformation Program (GSTP)

Improving govt. schools of Shi-yomi district, Arunachal Pradesh

Teacher Training Academy (TTA)

Up-skilling Northeast teachers with pedagogical approaches

YOUTH EMPOWERMENT



Sunbird Emerging Leaders Fellowship (SELF) Program

Enhancing the employability & leadership of youth in Northeastern India

Friendship and Peace Curriculum

In-house curriculum for 8th-10th graders covering themes of diversity tolerance, gender equality, environmental responsibility, and non-violence.

COMMUNITY DEVELOPMENT



Livelihood Development

Enhancing livelihood opportunities

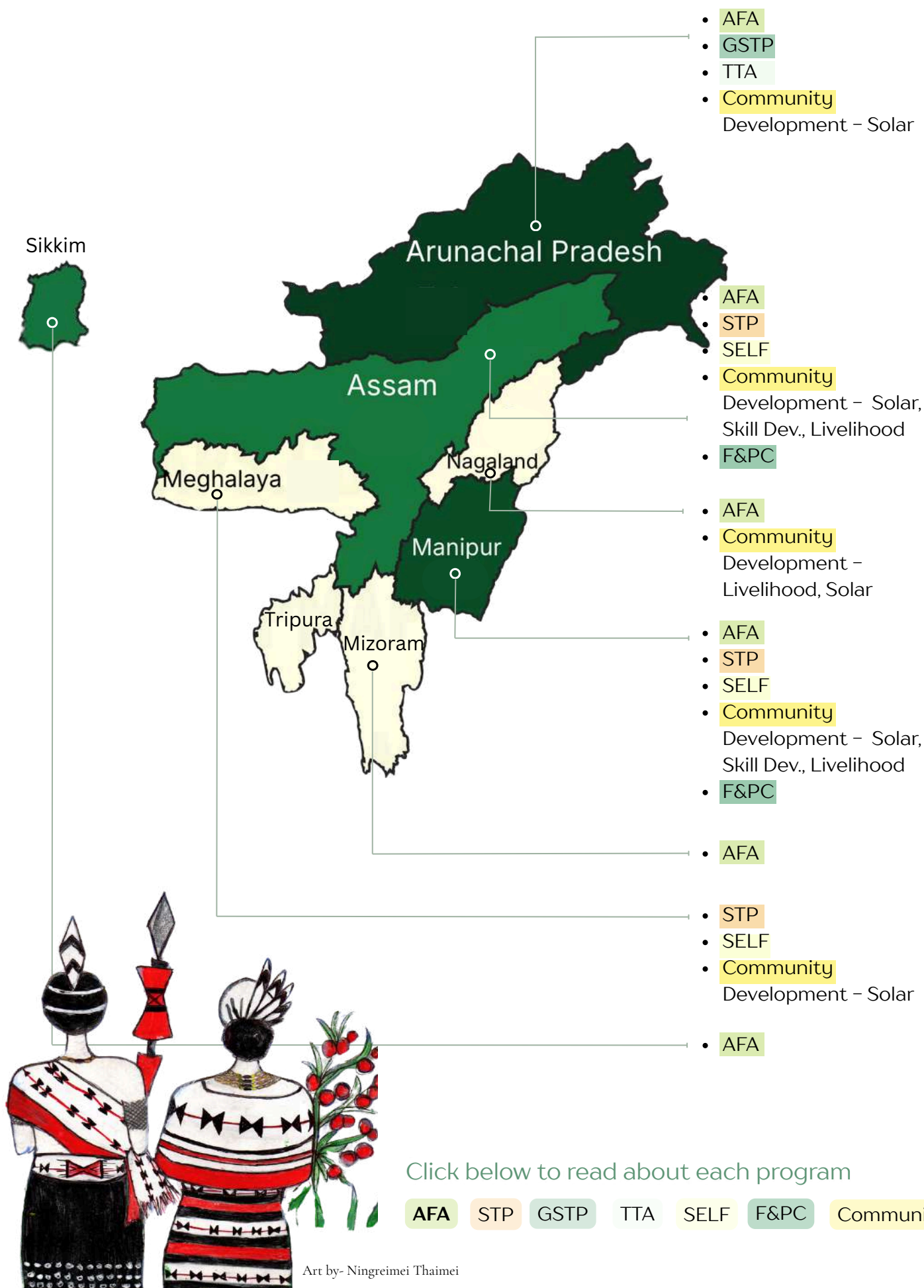
Access to Resources & Relief

Ensuring access to light & relief material in Northeast India's most remote villages

Salt Program

Building capacity of jhum farmers to switch to Sloping Agricultural Land Technology Farming

Our Reach



Click below to read about each program

AFA

STP

GSTP

TTA

SELF

F&PC

Community



Access For All Program (AFA)

Programmatic Approach

Our learnings from more than a decade of working in under-resourced private schools and students from conflict-affected regions of Northeast India have been consolidated into a programmatic approach to providing access to education. We do this by providing

25-26 Impact

Providing Annual scholarships

A total of 11,660 students studying in schools and colleges, pursuing bachelor's and master's degrees, and engaged in sports and skill development have received 14,150 scholarships through our program.

Providing Skill Building support

Students were provided skill building support to make them job ready. We work in collaboration with a few organisations to provide students with skill building courses on hospitality, event management, tourism, etc.

Providing career counseling

Through a mix of one-on-one sessions, connecting students to experts in the field, alumni meetups and discussions, students who have graduated out of college are provided support in identifying and taking the first steps towards their professional goals.

Deepening Alumni Impact

Sunbird Alumni Association was set up with the first meet-up in April 2025. 4 meetings were held this month where various initiatives to deepen alumni impact were discussed and action plan charted out.



Annual Scholarships
for school, college, undergraduate and postgraduate



Skill Building support
Providing skills training support to help students become job ready



Career counselling
In-person meets and individual counseling done with students to help identify and support them to meet their professional goals



Deeping Alumni Impact
Through informal and formal spaces, designing capacity building sessions, sunbird aims to strengthen its Alumni I

Stakeholder Voice

Hear from one of our partner school's principal about the school's background and work with Sunbird Trust.

”

The aim & objective of establishing the School was to bring **quality education** in this area for the first time. It aims to **prepare students academically, physically & psychologically to become a useful and responsible citizen**. The School also endeavours to develop character, team spirit, loyalty, amongst students of the School. Co-curricular Activities like sports meets, debates, extempore, recitation, song and dance competitions, NCC etc. are organized periodically. Today our school runs classes from Pre-Nursery to XII Standard belonging to many communities and has over 1350 students from a rural background. The vast majority come from low income families & many are unable to afford the school fees even though it is reasonable. The School has been associated with Sunbird Trust since 2015 & the sponsorship was given in their Monthly Tuition Fees i.e., some share of its Tuition fees for 9 months (April to Dec). The School Authorities, Teachers, Parents/Guardians of this School appreciate Sunbird Team for providing such an opportunity & shaping their future.

L.Shaktidhar Singh

Administrator/Headmaster,
Khongjom Standard English School, Manipur



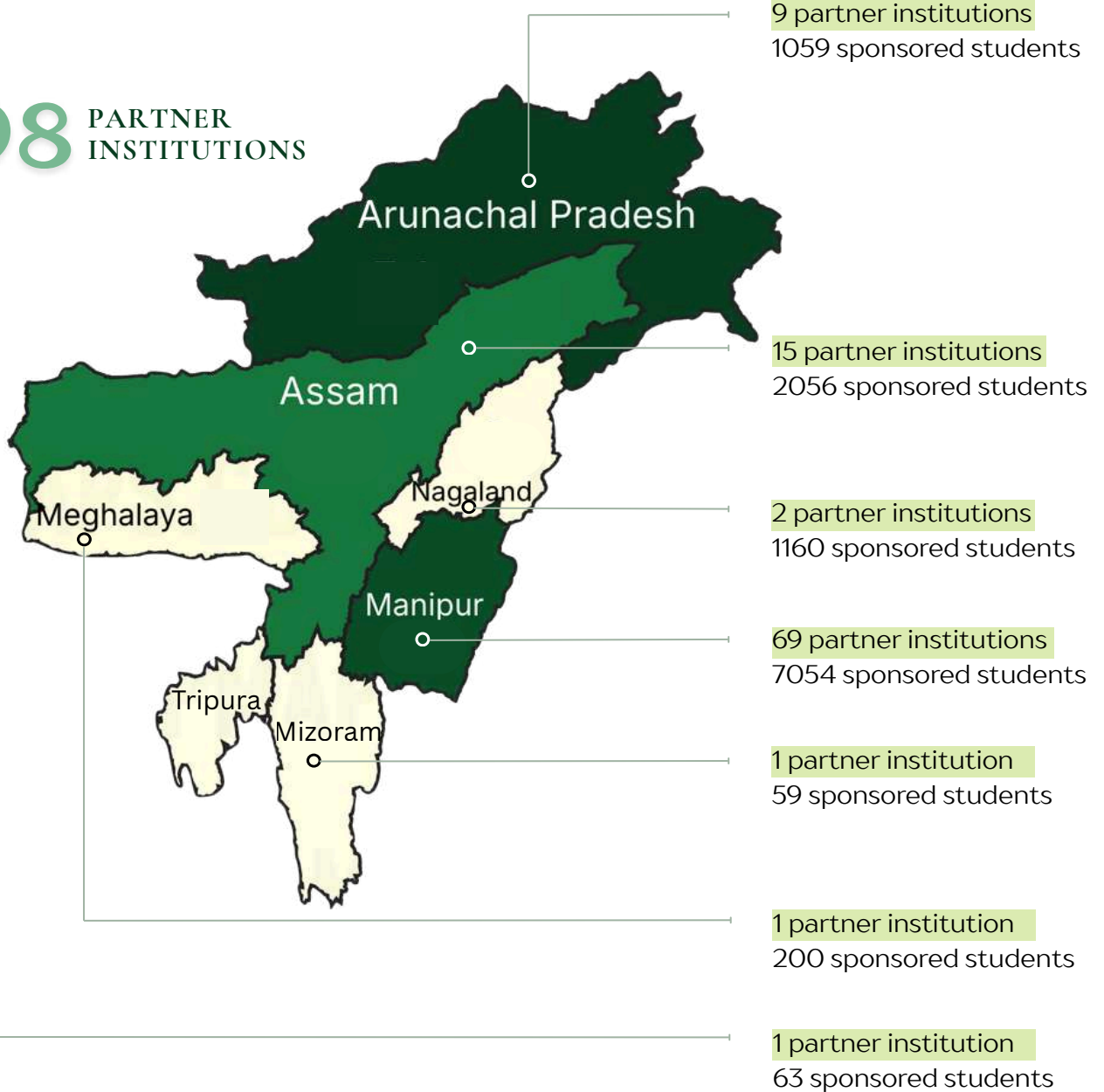


Our Reach



98 PARTNER INSTITUTIONS

Sikkim



Sponsorship Impact

Children from over

80

tribes supported through sponsorships



88

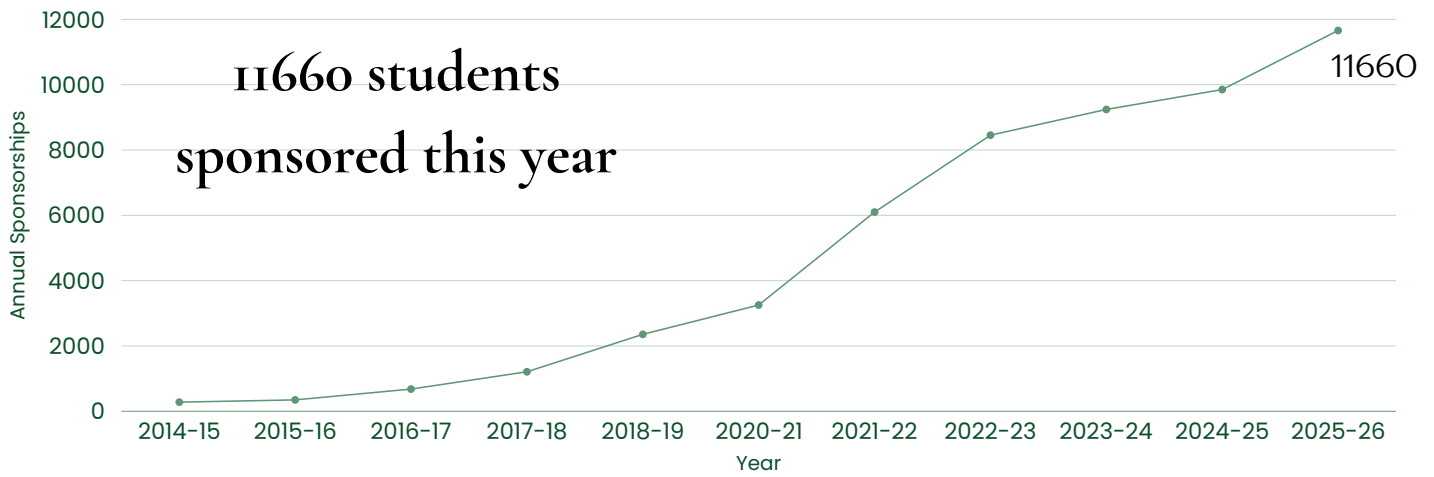
students graduating from college



14,150

SCHOLARSHIPS ISSUED

Sponsored students include those who receive sponsorship support in our partner institutions and individual college sponsorships.



Sponsored students visit Mangalore

"We visited the famous St. Aloysius Chapel, beautifully painted by the Italian Jesuit artist Antonio Moscheni, and also explored the college museum. We visited the Kadri Shree Manjunatha Temple and the Hill Temple, each holding its own charm and serenity. We also enjoyed the beautiful beaches of Mangalore Tannirbhavi, Sasihithlu, and Someshwara. Throughout the trip, we explored the local cuisine and absolutely loved it, especially the South Indian breakfasts, which were the best! It was also nice meeting Sunbird students who are studying Mangalore."

Stella Noudeinuom, on behalf of Mangalore and Bangalore students.

From our Alumni

“

Sunbird Trust provided me with financial assistance throughout my BSc Nursing course. The assistance from Sunbird Trust has not only helped me personally but has also brought relief and hope to my family. Knowing that there was an organization supporting my education gave us strength and encouragement during difficult times. I have successfully completed my BSc Nursing course and am now looking forward to beginning my professional journey in the healthcare field and serving the community with dedication and compassion.

Priyanka Devi

“

Dear Sunbird Trust team, I am truly grateful for your continuous support. Your support has made a huge difference in my life. Because of your support, I have been able to finish my studies. It has reduced the financial burden of my family and given us hope and stability during challenging times.

Mumtak Darang

“

I am preparing to graduate this year, a milestone achieved during a period when my family was facing serious financial instability, compounded by the impact of the Manipur conflict. The unrest created deep uncertainty in our daily lives, placing my education at risk. Without external assistance, completing my studies would have been extremely difficult. The assistance from Sunbird alleviated financial pressure on my family and provided the stability necessary for me to pursue my studies without interruption. Over the years, my engagement with the organization extended beyond sponsorship, fostering an environment of consistent care and encouragement comparable to that of an extended family.

Stella Noudeinuom Zou



Our Alumni



664 students
part of
Sunbird
alumni since
inception



63 students'
passed
college in
25-26



7
alumni
full-time
employees at
Sunbird



120
skill
development
alumni



Sunbird is investing deeply in its own future through its alumni. Today, **two Board members** and nearly **one-fifth of the team** are alumni, with that number continuing to grow. Already deeply rooted in the organisation's values and culture, they serve as **anchors and ambassadors** in communities across Northeast India.



COL. CHRIS REGO (RETD.)
Founder, Sunbird Trust



[Click to jump to the program page](#)

Sunbird Alumni Association

Apr 25

The Sunbird Alumni Association* was established to strengthen connections between Sunbird and its alumni and to create a dedicated platform for engagement and collaboration.

Oct 25

Session conducted for Alumni by Alumni member on using Johari window as a tool for self-awareness and improving communication with others.

Nov 25

Casual Alumni catch-up to strengthen community spirit with some music, conversations and good cheer.
“I am deeply grateful for this alumni circle that always brings warmth, strength, and joy into one another’s lives.”

Jan 26

Alumni and sponsored students meet-up with founders regarding career opportunities and next steps.

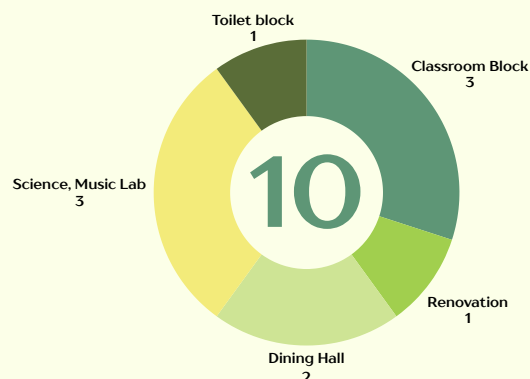


School Transformation Program (STP)

25-26 Impact

Improving Infrastructure

A total of 10 infrastructure projects were executed across our STP schools this year.



Improving Teaching-Learning

Apart from classroom practices, students gained much learning from multiple opportunities for creativity, expression, and exploring diverse cultures and the world around them.

Glimpse of annual exam results, etc. here.

Improving School Leadership

A total of **32 teacher trainings** were held across a wide range of topics from Bloom's Taxonomy to Effective Classroom Management Techniques. A total of **126 teachers** were directly impacted through these trainings.

Improving Student Leadership

Within the 9 STP schools, 7 have successfully conducted student council elections, student-led events and programs, student-led assemblies, and peer learning spaces. Furthermore, all schools have implemented Sunbird's Friendship and Peace curriculum to promote self-development.

Programmatic Approach

Our learnings from more than a decade of working in under-resourced private schools in conflict-affected regions of Northeast India have been consolidated into a programmatic approach to transforming these schools into **centers of excellence**.

We do this by



Improving Infrastructure

Building schools, hostels & essential infrastructure



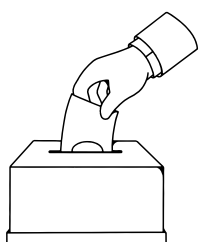
Improving Teaching-Learning

Introducing learner-centric teaching-learning & assessment practices



Improving School Leadership

Empowering school leadership to manage teacher performance, and community participation towards school development



Improving Student Leadership

Facilitating student voice, agency in the school towards student well-being and building student leaders

[Click to jump to the program page](#)



Student Voice

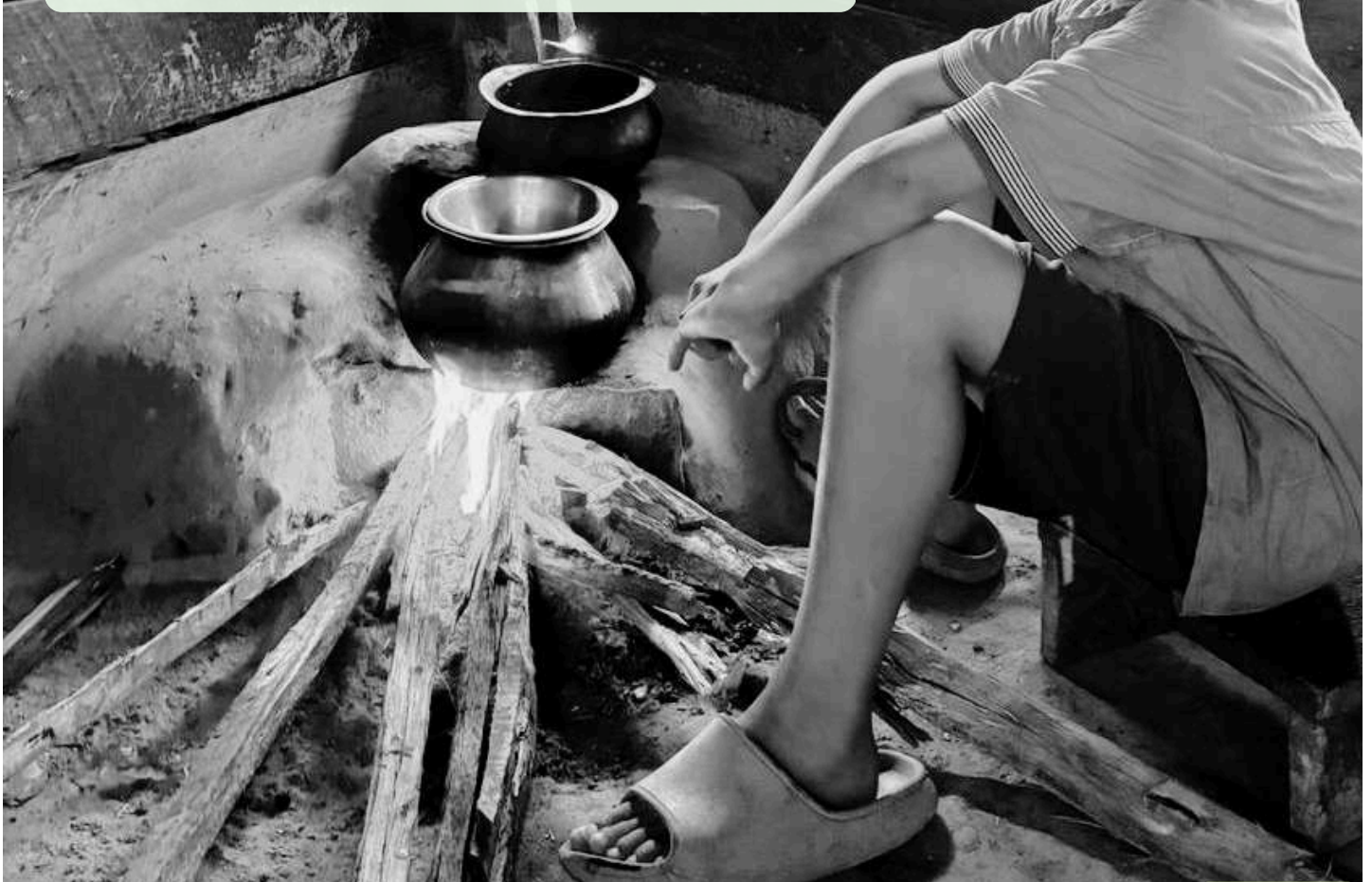
We asked one of our STP school's students about their experiences at school! Read what they had to say...

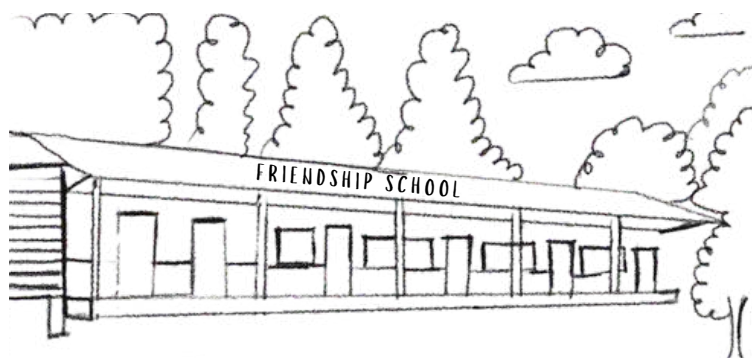


My school, Alpha Friendship School Kachai, is a wonderful place where I learn many important things. Here, we are taught not only our subjects but also discipline and good values. We also get the opportunity to stand in front of others in assembly because students lead the assembly and it helps us to get confidence. Our school has computer lab, science lab and library room. We also have music class and I enjoy playing music and reading books. There are many trees and flowers in our school campus so it looks very beautiful and we get fresh air. There is also a big playground where students enjoy playing. Teachers and students love each other. **I feel very happy in my school because I can learn, play and read books.**

Rouvei Zingkhai

Class 6





2025-26

Highlights of the Year

Improving Infrastructure



- Agape School inaugurated a new school building (10 classrooms + toilets).
- Alpha School strengthened learning infrastructure through furniture, labs, and technology, music lab, library, dining hall.
- MGA focused on student access and welfare with a hostel, kitchen, and dining hall.
- Dew Drops Academy improved teacher and classroom infrastructure (staff quarters, classrooms, TLMs, tablets).
- Haite School added specialised spaces like science and music labs.

Improving Teaching-Learning

- Alpha School and Dew Drops Academy conducted many activity-based and student-centered practices, including library programs, group work, and creative learning spaces.
- HMFS and Agape emphasised experiential learning through environment days, exposure visits, and thematic events.
- MGA School integrated cultural learning and co-curricular activities deeply into the student experience.
- Across schools, students engaged in competitions, exhibitions, and performances.

Improving Student Leadership

- Strong initiatives across all STP schools to build student voice, agency, and leadership.
- Alpha School, Haite School, and MGA School institutionalised Student Council elections and democratic participation
- Dew Drops Academy built strong student-led platforms (assemblies, student body meetings, house systems)
- Haite School introduced innovative structures like the Press Club, while Alpha School expanded leadership through workshops and exposure opportunities
- Across all schools, students are increasingly involved in planning, leading events, and decision-making

Improving School Leadership

- All STP schools conducted regular, structured teacher trainings (lesson planning, assessment, classroom practices)
- All STP schools conducted frequent PTMs, parent orientation sessions, SMC/PTA capacity building, community and home visits
- Community ownership is improving—Alpha School's SMC initiatives and Haite School's improved fee payments.

Impact



2565

students benefited directly

120

teachers impacted directly



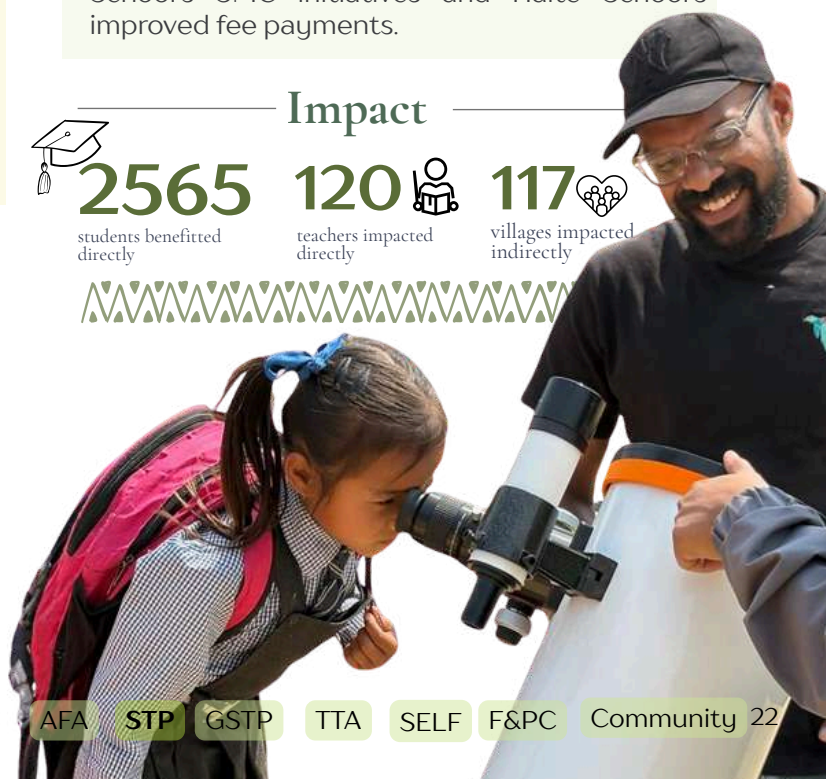
117

villages impacted indirectly



[Click to jump to the program page](#)

Art by- Hejeujeipame



School Highlights

Haite Memorial Friendship School,

Mualdam, Dima Hasao, Assam



Haite school's Press Club has been making waves! **Haite Press Club** was officially inducted as an official club in the year 2025. Initiated by a SELF fellow whose interest lies in journalism, its aim is to improve students' writing and media literacy skills and document school activities. The 4-page bi-monthly newsletter named 'Haite Haven' features sections on Student Achievement, Teachers' Corner, Events of the Month and more.

Alpha Friendship School,

Kachai, Manipur

AFS celebrated International Literacy Month by hosted its very first Library Mela— a celebration of all things literary. Students wrote their own poems, created stories using picture prompts, and participated in storybook word hunts. Students also shared their favourite characters, authors, and reflections on reading on a Library Wall of Fame. Students had such fun dressing up as their favourite storybook characters at the Character Parade. The event proved a ripe opportunity for students to showcase their creativity, literary skills while intentionally setting a culture of love for reading in the school.



Art by- Sinalai Shanglai

[Click to jump to the program page](#)



AFA

STP

GSTP

TTA

SELF

F&PC

Community 23

Majuli Gurukul Academy

Majuli, Assam

Majuli Gurukul has been one of the schools to consistently encourage leadership qualities and democratic values among students through student council elections every year. This year, interested candidates submitted their nomination forms, participated in campaign activities and presented their plans to their peers. This practice allows students to experience the democratic process firsthand and helps students develop confidence, responsibility, leadership skills, and a sense of accountability towards their school community

Agape Friendship School

Ngarian, Manipur

Being the newest entrant into the STP portfolio, Agape School intervention this year focused on strengthening relationships with the community and building the capacity of the school. **Engagement with the community** has been a significant part of the Sunbird intervention where the teachers have visited a total of 22 households in the Ngarian and three of the neighbouring villages. The community visits have given deeper insights of the students' domestic realities which has been a pivotal factor of consideration while making the goals of the upcoming academic year. Just in September 2025 Agape welcomed two Sunbird team members as a Lead Teacher and a SELF (Sunbird Emerging Leaders Fellowship) Fellow. Already **six capacity-building sessions** have been held for teachers on STP Programme Orientation, Classroom Culture, Vision Building and Goal Setting.



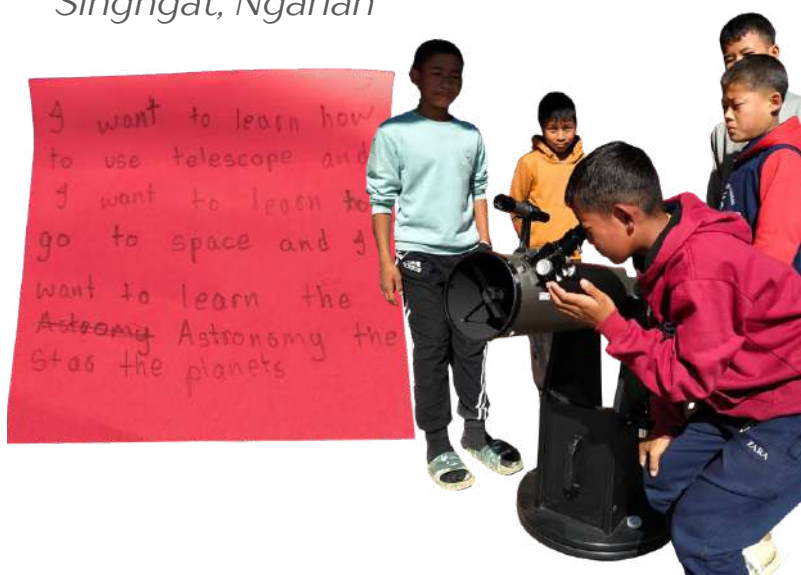


Dew Drops Academy, Nongshken, Meghalaya

Students from Classes 4 to 7 led assemblies from Monday to Friday. The students and teachers rated the assembly and the scores were added every week. More students were encouraged to speak and participate. **Student assemblies** typically involved prayers, songs, thought of the day and some skits or activities. This year in 2026, all classes from 1 to 8 have been actively part of the assemblies.

Every Friday students from Classes 2 to 8 gather at 2pm on the school grounds to commence the **student body meetings**. They discuss class-wise about various topics, like class attendance, classroom cleanliness, school cleanliness, charts in classrooms, their garden areas, student assemblies, etc. and share their updates whole-school with any suggestions and grievances if any.

Lyzon Friendship School, Singngat, Ngarian



Lyzon school had quite the eventful year focused on excellent teaching-learning practices in the classroom and inclusive school-wide practices. From student learning showcase as an annual examination to inauguration of 8-inch Dobsonian telescope to a **2-day winter astronomy workshop**, students had rich exposure and access. To strengthen their teaching practices, teachers were taken on an exposure visit to Guwahati conducted by North East Education Trust. The two-day NEET workshop focused on strengthening English language teaching in multilingual classrooms and effectively using libraries to teach grammar and language skills.



[Click to jump to the program page](#)

From a student from Paangkriang Friendship Academy, *Ijeirong, Manipur*

”

My name is Lemba Bariam from Pungmon. Right now, I'm studying in class-X at Paangkriang Friendship Academy. I enjoy coming to school because apart from learning from teachers, I also get to meet my friends and its always joyful to be with them. My favorite activity in the past year was the Annual Sports and Literary Meet. My favorite part about the school is the friendly environment we have.



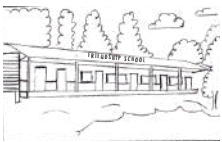


Government School Transformation Program (GSTP)

Programmatic Approach

The program aims to transform under-resourced and under-performing Government Schools in the remote Shi-Yomi district of Arunachal Pradesh into Schools of Excellence through a 360 degree strategy;

- Infrastructural development
- Capacity building of the local teachers
- Capacity building of School leaders and SMC members
- Enhancing Student Leadership
- Leveraging multiple stakeholders



Improved Infrastructure

Building schools, hostels & essential infrastructure

25-26 Impact

Improving Infrastructure

10 new infrastructure units and 8 renovation projects have been done across the 6 schools in GSTP. These projects include staff quarters, kitchen and dining block, classroom block and astronomy lab,



Improved Teaching-Learning

Introducing learner-centric teaching-learning & assessment practices

Improving Teaching-Learning

Structured TLM usage has been set up across all the schools. Team members also underwent capacity building.

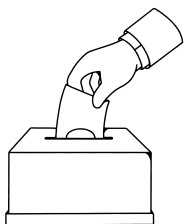


Improved School Leadership

Empowering school leadership to manage teacher performance, and community participation towards school development

Improving School Leadership

This year, 2 teacher training workshops were conducted across 2 of the GSTP schools. All the teachers across GSTP schools underwent 10-day residential capacity building workshop at TTA. SMC-led initiatives like open library was set up. Formal SMC was set up in 3 of the schools.



Improved Student Leadership

Facilitating student voice, agency in the school towards student well-being and building student leaders

Improving Student Leadership

Selected Student body set up across 3 of the schools. Student-led assemblies continue to be a part of all schools on at least 2 days of the week. In 2 schools, house system has been set up.

[Click to jump to the program page](#)



Students Voice



Hear from our Grade 5 High Fliers from Govt. NSCBAV Papikrung who have both secured among the top 5 ranks in the district and have secured admission into the prestigious Jawaharlal Navodaya Vidyalaya, Singbir, Mechuka in Arunachal Pradesh.



I am happy with my grades, but a part of me wishes I could stay back with the same teachers who helped me grow this year. From volleyball with Pebhim Sir to being encouraged by Ojum Ma'am, from singing with Najap Ma'am to building rockets with Bhanuj Sir, we learned that effort matters and that we always have another chance. This school feels like home. I move forward because it has prepared me to, but I will always carry these memories and my teachers with me.

Lily Jenpen



I always wanted to achieve something that would make my parents and my village proud, but I didn't know how to begin or what path to take. At GRS Papikrung, my teachers helped me find that direction. In particular, they taught me to stay confident no matter what.

The opportunities we received like interacting with Army officers and playing volleyball with them changed the way I think. It inspired me to aim higher in life. Maybe not exactly the same path, but to reach a place where I can support my family and bring positive change to my village. This achievement is just the beginning for me.

Yatuk Jenpen



2025–26 Highlights



Capacity Building – Teachers

- 34 teachers across GSS Monigong and NSCBAV Karo underwent in-house capacity building session conducted by team members. *(The trainings focused on FLN, lesson planning, classroom management, TLM usage, and assessment strategies.)*
- Structured TLM usage set up across schools to ensure govt. teachers introduce them in their classes.
- All teachers across the 6 GSTP schools underwent a 10-day residential capacity building program for primary school teachers at TTA, Mechuka.
- A 6-day residential training in Pasighat was conducted for 10 Sunbird Trust team members on multiple topics. *Eg.: TLM usage, socio-emotional learning, classroom culture.*

Academic Interventions

- Implemented level-based Foundational Literacy & Numeracy (FLN) interventions to bridge the learning gap.
- Conducted targeted remedial programs for Grades 4, 5 and 10 (Monigong).
- Systematic and consistent use of Teaching-Learning Materials (TLMs)—eg.: Rangometry, cubes—for activity-based and conceptual learning.
- 90 students across 5 GSTP schools went on an exposure visit to ISRO space lab at GHSS Mechuka.
- 12 students from 3 GSTP schools have secured admission into JNV (Jawaharlal Navodaya Vidyalaya) Singbir.



[Click to jump to the program page](#)

AFA

STP

GSTP

TTA

SELF

F&PC

Community 29

Government Stakeholder Engagement

- Hon'ble Minister of Education, AP visited GUPS Yapik.
- Secretary of Education and State Project Director (ISSE) visited all the schools.
- Deputy Commissioner Shri Tungge Loya visited 3 of the schools.
- Deputy Director of School Education Mr Tade Dabi visited all the schools.
- Across all schools, Block Education Officer, Cluster Resource Coordinator and Block Resource Coordinators have made monthly visits as part of new initiative by the department to have monthly visits and reports of all school.
- New Headmasters posted across 4 of the GSTP schools have resulted in better initiatives being introduced in the schools.



Community Engagement

- New SMCs formed in Monigong, Lungte and Rapum post new guidelines from department.
- 4 Parent-Teacher-Meetings (PTM) in Karo and 2 PTMs each conducted in the other 5 schools.
- 'Star Parent' award system introduced in Karo.
- 150 solar lamps were distributed across households in 6 GSTP base villages.
- Open library set up in Karo with the help of community support.
- Adult literacy classes have commenced in Monigong for a batch of 61 adults.

Armed Forces Engagement

- Conducted 3 medical camps, one each in Papikrung, Monigong, and Karo.
- With the support of 11 Sikh regiment,
 - Installed 1 smart board in Papikrung.
 - Distributed stationery to students in Papikrung.
 - Set up classroom partitions in required classrooms in Papikrung.

Infrastructure Development

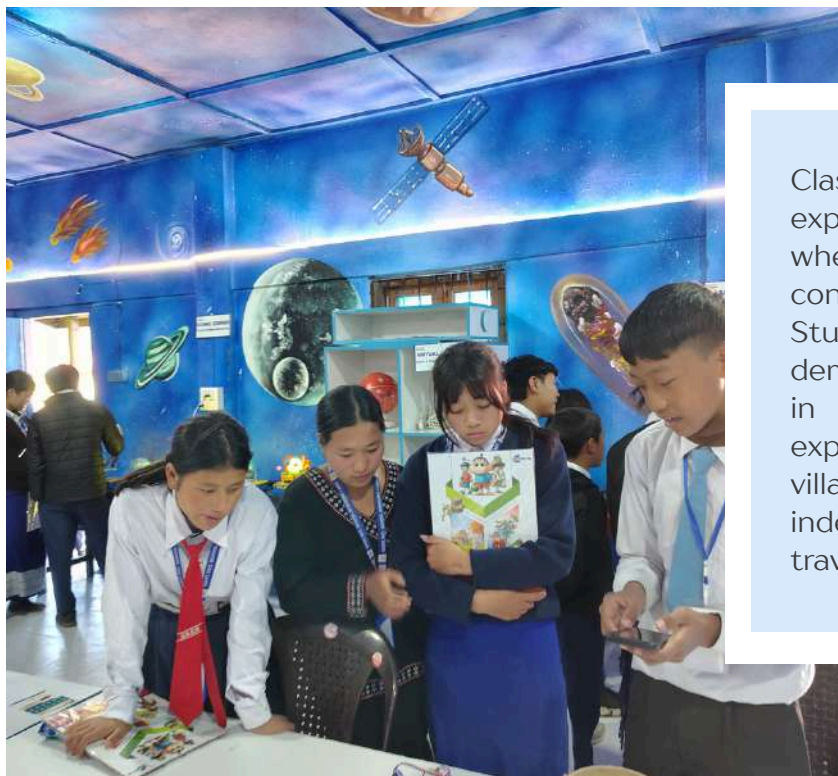
- 10 new infrastructure units have been constructed: 2 classroom blocks, 2 kitchen blocks, 2 toilet blocks, 1 hostel building, 3 staff quarters, , and 1 gazebo.
- 8 infrastructure units have been renovated.



School Highlights

Govt. Secondary School, Monigong

Shi-Yomi, Arunachal Pradesh



Class 5 and Class 10 students went on an exposure visit to ISRO lab at GHSS Mechuka, where students were introduced to basic concepts of space science and technology. Students observed models, equipment, and demonstrations. The trip played a crucial role in broadening students' perspectives and exposing them to opportunities beyond their village. It also helped build confidence, independence, and social skills, as students traveled and explored together.

Govt. NSCBAV, Karo

Shi-Yomi, Arunachal Pradesh

The school inaugurated a community open library led by Head teacher and constructed by staff members of the school; material was contributed by the parents. The library was a collective initiative by community members, staff and the Head Teacher. The open library has already made significant strides in building a habit of reading among students.



Govt. NSCBAV, Lungte *Shi-Yomi, Arunachal Pradesh*

Student Captain System was introduced in the school with defined leadership roles—captains for Assembly, Library, Lunch and Activity, Social Service, and Monitoring. This system encouraged students to actively participate in the day-to-day functioning of the school and take responsibility for various activities. As a result, the morning assembly became fully student-led, students began managing discipline during free periods, and Bagless Saturday activities were successfully coordinated by the Social Service Captain.



Govt. NSCBAV, Rapum *Shi-Yomi, Arunachal Pradesh*

Rapum being one of the most remote villages in this border district, student enrolment is quite low. In order to increase student enrolment and improve confidence in government schools in the community, team members stationed in the school undertook several community visits and collaborated with a youth organisation in the village for an enrolment drive. This year, the focus for this school was strengthening relationships with community members and upskilling teachers towards improved teaching-learning practices in the school.

Another way in which the school has gradually involved community in school operations is by inviting community members for important cultural and school events—these events served as a stage for students to showcase their learnings from the classroom.

Govt. Upper Primary School, Yapik

Shi-Yomi, Arunachal Pradesh

Multiple events and projects initiated in this latest school in the GSTP portfolio. One such initiative was organising Raksha Bandhan celebrations in the school. Students got a chance to celebrate this festival for the first time. Students understood the cultural and traditional importance of the festival. They made handmade rakhis. Teachers explained the significance of Raksha Bandhan.



Govt. NSCBAV, Papikrung

Shi-Yomi, Arunachal Pradesh

To support emotional and psychological development, Ms. Alpana Araha was appointed as the School Counsellor. She conducted multiple sessions focusing on emotional awareness, confidence building, peer relationships, and stress management. These sessions significantly contributed to improving students' mental well-being. Multiple interventions initiated this year towards holistic development of children: sports and cultural week, bonfire nights, grade 5 excursion hike to Dapang top to witness season's first snowfall.





Teacher Training & Skilling Academy (TTA)

Programmatic Approach

Established In partnership with Axis Bank and the Government of Arunachal Pradesh, the Teacher Training Academy was started address the need for systematic professional development among teachers in the Northeast.

By 2028, the Academy aims to enhance the teaching skills of 1000 educators from the Northeast by empowering them to cultivate inclusive and student-centric pedagogy.



Capacity Building workshops

Delivering 10-day training sessions for teachers and school leaders to introduce student-centric pedagogical practices across schools



Develop Training Modules

Design immersive learning experiences to provide hands-on capacity building support on various modules.



Drive Participant Engagement

Net Promoter Score (NPS) measures how much people like and recommend the workshop.



Deepening Training Impact

Through curated check-ups post the session and ensuring high confidence during the session to use these pedagogical methods

25-26 Impact

Capacity Building Workshops

A total of **8 batches**, consisting of **219** educators across **72** schools underwent capacity building workshop at TTA. Government and private school educators attended the workshop.

Development of Training Modules

This year, in collaboration with Azim Premji University, three new training modules were created, and a revised version of the primary module was introduced along with modules for middle stage Math, middle stage English, and School Leadership.

Drive Participant Engagement

Across the 8 batches conducted this year, average NPS score was **80**. A high NPS (50-100) means people are happy and recommending the workshop to peers. All feedback and endline assessment forms were anonymously filled.

Deepening Training Impact

Confidence scores are calculated post each topic completion during the workshop and post the workshop completion as well. Post workshop, select participants are supported to implement strategies in their schools.

[Click to jump to the program page](#)

AFA

STP

GSTP

TTA

SELF

F&PC

Community 34

From our Participants

“

The highlight of the TTA would be the knowledge and skill acquired in this training, classroom activities for students to make learning fun. I did not learn only how to do it, but I got to execute those ideas in the training with constructive feedback from fellow teachers and facilitators.

–Teacher from Manipur, Batch 11

“

The faculty members' enthusiasm and sincerity towards facilitating the training and imparting all that knowledge in a short time but in an effective manner leaves me thankful and enthusiastic about my role as a teacher.

–Teacher from West Siang, Arunachal Pradesh, Batch 8

“

Among all the experiences, what impacted me the most was the learning environment at the TTA Centre. The way the training hall was designed and arranged left a deep impression on me. It felt like a safe haven—a place filled with joy, laughter, creativity, and meaningful learning all at once.

– K Ashihar Mao Principal,
Grace English School, Manipur,
Batch 12

“

Thank you for empowering me with the skills, knowledge, confidence, and inspiration to make a meaningful and lasting impact in the educational landscape, inspire future generations, and contribute to the noble cause of shaping young minds. Students are now enthusiastically participating in the learning process, and the classroom environment has transformed into a vibrant, inclusive, and supportive space that fosters creativity, critical thinking, and intellectual curiosity.

–Sevozo Khusoh, Vice Principal, Holy Child English School, Mechukha, Arunachal Pradesh, Batch 7

“

Since inception of my service till today, in this 20 years long service no such training was attended (by me). It was really interesting, innovative and approachable for us. It was a great time for everyone of us to learn new strategies for teaching-learning strategies for children. I feel we are lucky to have such training program.

–Tennong Mossang Head Teacher,
GPS Tengman, Changlang Arunachal Pradesh, Batch 9





2025-26 Highlights

ACADEMY OPERATIONS

- A total of 8 batches of workshop were conducted this year; 4 batches were conducted for private school educators and 4 batches for govt. school educators.
- 4 modules were designed and executed—Primary stage, Middle stage Math, Middle stage Language, School Leadership.
- Primary module was updated from the previous year and executed.
- Sunbird Trust independently facilitated 2 batches of primary teacher workshops post support from Azim Premji University resource persons in previous batches.

PARTNERSHIPS & COLLABORATIONS

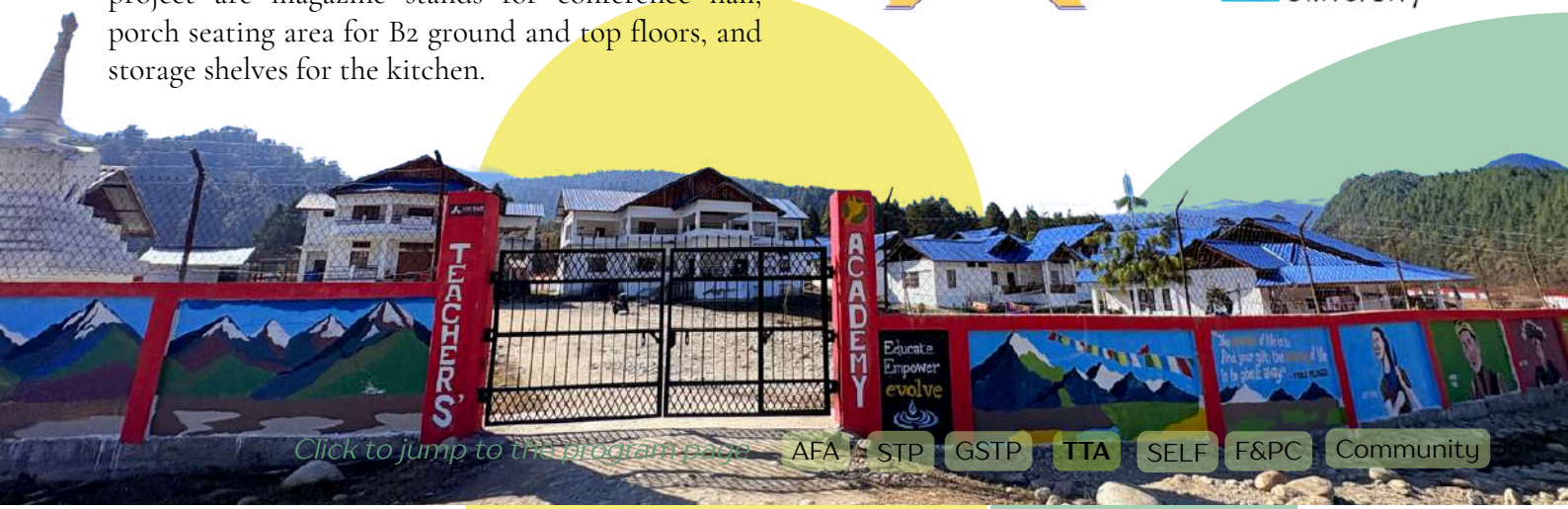
- **Govt. of Arunachal Pradesh** - TTA collaborated with Deputy Directors of School Education from Shi-yomi, West Siang and Changlang districts of Arunachal Pradesh for capacity building of teachers from these districts.
- **Azim Premji University** - TTA team designed and facilitated primary stage, middle stage Math and English and School Leadership modules with the support of resource persons from Azim Premji University.
- **India Foundation for Education Transformation** - TTA team collaborated with IFET during Batch 10 training for govt. school teachers from Changlang district.

INFRASTRUCTURE DEVELOPMENT

- Renovation, repair of additional building for kitchen & additional villas for team accommodation done
- Two villas renovated under Operation Sadbhavna.
- Solar electrification of the campus completed
- Boundary wall painting project undertaken in collaboration with Jorhat-based NGO, Thoughts to Action, with the support of students and staff from KGBV, Mechuka.
- 3-unit Handwashing station constructed.
- Whitewashing of all exterior walls and interior walls of main buildings completed.
- Woodwork undertaken in the campus; as part of this project are magazine stands for conference hall, porch seating area for B2 ground and top floors, and storage shelves for the kitchen.

HUMAN RESOURCES

- Three member team for training and facilitation—Meena, Vishwas and Uzair—and one caretaker and security—Rinjin—are part of the TTA team.
- Trainer Mohd Uzair onboarded as part of the TTA team in July.
- Team member Meena attended Firki's LeadEX advanced track for school leaders; this course helped provide resources for the School Leadership module.



[Click to jump to the program page](#)

[AFA](#)

[STP](#)

[GSTP](#)

[TTA](#)

[SELF](#)

[F&PC](#)

[Community](#)

2025-26 IMPACT

Impact

219

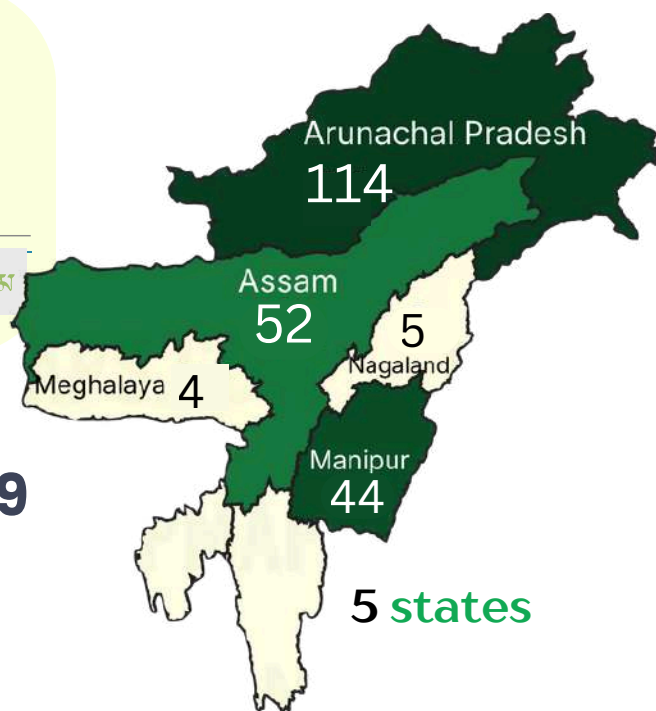
teachers impacted
directly

72

schools impacted
indirectly

395

hours of training across
8 batches



Teachers
trained

104

115

219

Schools
reached

56

16

72

Govt Private

Net Promoter Score

Average of 8 Batches



+80

NEEDS IMPROVEMENT (1-100) GOOD (80-100) GREAT (80-100) EXCELLENT (100-100)

Confidence Scores

Average of 8 Batches

4/5

Scores mentioned in the End of Workshop Feedback form have been captured here.

Post-Workshop Application

Across 8 Batches

35

participants have
tried/implemented at least one
strategy from the workshop*

*number of participants who have shared strategies on the batch whatsapp group have been captured here.



[Click to jump to the program page](#)

AFA

STP

GSTP

TTA

SELF

F&PC

Community



Sunbird Emerging Leaders Fellowship (SELF) Program

Programmatic Approach

SELF supports Sunbird-sponsored graduates from underserved and conflict-affected regions of Northeast India to transition from academic life into professional pathways. The 15-month fellowship combines school placements, structured learning, mentorship, and reflective practice to help young graduates build employability skills, leadership confidence, and real-world experience.

25-26 Impact

Teaching as Leadership

All fellows initiated school-based projects aimed towards student engagement and school operations like student-led Press Clubs, library enrichment, etc.



Teaching as Leadership

Immersive classroom and community engagement as avenues to leadership development

Developing Digital Skills

Through year long training fellows demonstrated strong foundational digital skills, particularly in Excel and presentation tools such as Google Slides, PowerPoint, and Canva. Fellows require more opportunities to apply integrated digital skills in practical contexts.



Developing Digital Skills

Providing 21st century skills training to help students become job ready

Career Readiness

All fellows updated their resumes and created LinkedIn profiles. Few are exploring short-term opportunities but overall confidence in career planning, networking, and professional communication remains moderate. Increased mentorship engagement will be important to strengthen career development.



Career Readiness

Provide capacity building and mentorship to leverage opportunities in line with interests and develop professionally

Interpersonal Growth

Fellows demonstrated leadership through classroom management, mentoring students, and initiating school activities. Workshops held on communication, confidence, and leadership.



Interpersonal Growth

Grow as articulate, assertive and compassionate leaders exhibiting high levels of competence

From our SELF fellows

We asked one of our SELF Fellow how the SELF Fellowship has contributed to their growth! Read what they had to say...

I started this fellowship with no experience and was feeling confused after my studies. I was not sure what to do next, but I joined this fellowship to learn new skills and improve myself.

In the beginning, I faced challenges in communication. It was difficult for me to express myself clearly. To improve, I practiced speaking with my friends and tried my best to communicate in simple words.



During the fellowship, I learned many new digital skills. I learned how to create presentations and teaching materials, and also how to organize my work by making daily goal trackers, managing tasks, and keeping my files properly. These skills helped me become more organized and responsible.

I also started taking activities in the classroom from grades 1 – 8, it was very challenging for me. Some students did not listen, and a few showed no interest in my class, which made me feel discouraged and lose confidence in myself. There were moments when I felt like I was not doing well and questioned my ability to teach. It was not easy to explain things clearly, and I often felt nervous standing in front of the class. However, I chose not to give up. With time, patience, and continuous effort, I slowly improved. I began to understand my students better, and they started responding to me.

Today, I feel more confident, and those difficult moments have made me stronger.

Time management was also a challenge for me, but with guidance, I learned how to plan my day and complete my work on time.

This fellowship helped me grow from someone with no experience to someone who is learning and improving every day. Now I feel more confident, and I am still learning and improving every day.

Ludia Balang



2025-26

Highlights of the Year



Sunbird Trust
PLACE THROUGH EDUCATION



Teaching as Leadership

- Four school-based projects focused on literacy, student leadership, creative learning, and classroom innovation were executed by the fellows.
- Initiatives included library revitalisation, a student press club, an eco-friendly art and craft manual, and a model classroom.
- Projects enhanced student engagement, creativity, and participation across schools.
- Several initiatives introduced sustainable systems and resources with long-term impact beyond the fellowship.

Developing Digital Skills

- Fellows participated in Google Workspace training (Docs, Sheets, Slides, Drive), Canva workshop for presentations and visual design.
- Professional email writing and communication training
- Presentation and reporting skills
- Weekly digital assignments and task submissions were a part of the program.

Career Readiness

- All fellows created professional CVs and LinkedIn profiles and engaged in career planning exercises.
- Psychometric assessments, career counselling, mentorship, and mock interviews supported informed career decision-making.
- The SELF x STP Converge and SeSTA Exposure Programme broadened fellows' understanding of professional and development-sector opportunities.
- External mentorship pairing based on career interests and regular mentor calls and goal-based follow-ups

Interpersonal Growth

- Fellows attended 4-week workshop on Confidence Building and Leadership Skills, Public speaking sessions, Leadership reflection session: "Who Am I as a Leader?"
- Communication and collaboration activities, and Self-awareness and confidence-building exercises were done
- Team-building, peer learning activities, reflection and leadership development sessions were conducted
- Individual Growth Plans created for each fellow including digital skill practice tasks, communication improvement tasks, and career discovery activities



[Click to jump to the program page](#)

AFA

STP

GSTP

TTA

SELF

F&PC

Community 40

SELF is one of Sunbird's newest programs—a 15-month professional development fellowship for Sunbird sponsored students to prepare them for their professional journey ahead. Hear from one of our SELF fellows as they complete their fellowship.

my fellowship journey

I come from a small, low-income rural family where dreams often feel bigger than the opportunities around us. After completing my Master's degree, people thought I had “made it,” but deep inside, I knew I was not ready. I had no practical skills, no exposure, and I was afraid of the real world. I kept asking myself, “Am I really capable?” I joined the fellowship not because I was confident, but out of a strong desire to change my life. Along with excitement I came with self doubts I feared that I might not be good enough. The journey was difficult from the start. Even simple tasks for me felt overwhelming. While working on the model science lab, I struggled deeply because I was very weak and slow in drawing as I had never done it before. What seemed easy for others took me extra time, late nights, and repeated effort just to keep up and in this process I missed out on completing my other tasks on time. The hardest part was in the classroom while taking Peace and Friendship classes. I struggled to explain concepts, manage the class, I got nervous, my voice suddenly trembled when I tried to speak and sometimes I felt like I was failing my students. There were moments I broke down and questioned if I truly belonged in this fellowship. **But I did not give up.** With continuous effort and the support of my mentors, I slowly improved. I learned new skills, pushed myself beyond my comfort zone, and most importantly, my mindset changed. I stopped blaming my situation and started creating opportunities. Today, I am stronger, more confident, and I believe in myself. **This fellowship did not just prepare me for a career. It gave me courage, dignity, and the strength to become the opportunity I once needed.**



This fellowship did not just prepare me for a career. It gave me courage, dignity, and the strength to **become the opportunity I once needed.**

Agnes Rapunga T



Art by- Pouchundinlu Bariamtrak



The Sunbird Friendship & Peace Curriculum

Programmatic Approach

The Sunbird Friendship & Peace Curriculum equips students in conflict-affected and culturally diverse regions of Northeast India with the knowledge, values, and practical skills to become empathetic, responsible, and peaceful leaders. Implemented through interactive classroom sessions, experiential learning, and community engagement, the curriculum nurtures dialogue, respect for diversity, non-violence, and civic responsibility while enabling students to become active contributors to social harmony



Building Peace Literacy

Developing students' understanding of conflict, peacebuilding, identity, diversity, and responsible citizenship.



Dialogue & Empathy

Creating safe spaces where students learn to communicate respectfully, appreciate different perspectives, and build meaningful relationships across communities.



Experiential Learning

Strengthening learning through cultural exchanges, community collaborations, reflection exercises, local research, and student-led action projects.



Leadership for Social Change

Facilitating student voice, agency in the school towards student well-being and building student leaders

25-26 Impact

Building Peace Literacy

The curriculum was successfully piloted across three Sunbird partner schools with Grades 8–10 students, covering themes such as peacebuilding, diversity, gender sensitivity, non-violence, and environmental responsibility.

Dialogue & Empathy

Students demonstrated greater confidence in expressing their views respectfully, engaged more actively in discussions, and showed increased empathy, perspective-taking, and respect for diverse opinions..

Experiential Learning

Students participated in reflection exercises, collaborative group activities, community engagement initiatives, cultural exchanges, and student action projects, enabling them to apply peacebuilding concepts beyond the classroom.

Leadership for Social Change

Students showed stronger collaboration, greater confidence engaging with diverse peers, and ownership in fostering inclusive school environments. Facilitator feedback will guide curriculum refinement and future scale-up across partner schools.

Student Voice

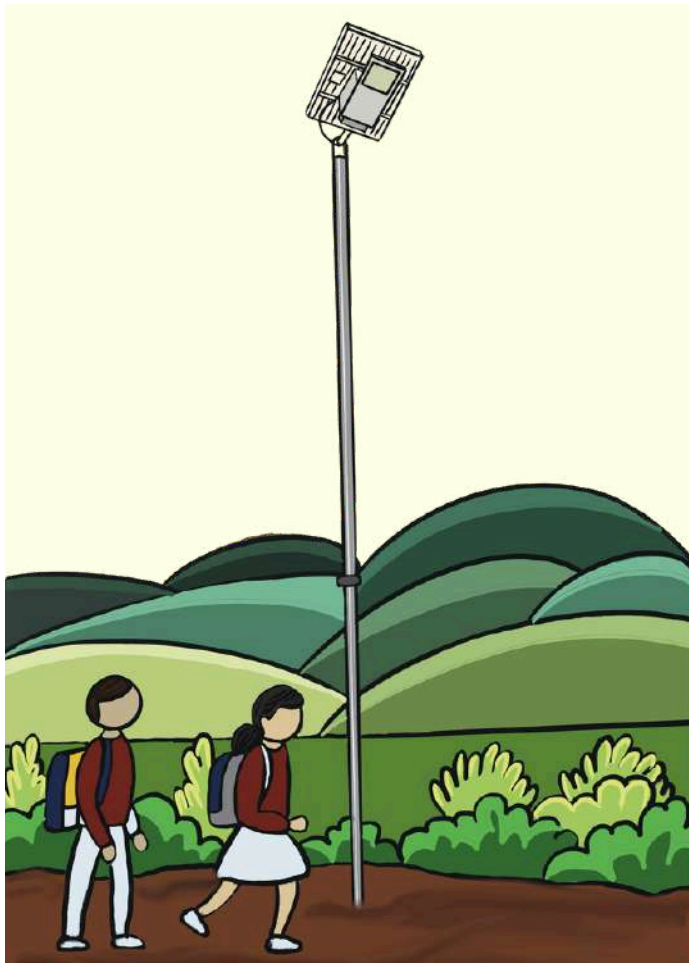
Hear from one of our students sharing how the Friendship and Peace Curriculum has shaped learning and perspective!

“Through the Sunbird Friendship and Peace Curriculum classes, I have learned a lot about kindness and respecting others. These classes have helped me become a more confident person.

Whenever I see my friends arguing or fighting, I try to help them through peaceful actions and encouraging words. Now, I think before I speak.

From this curriculum, I have learned that even though we come from different cultures and backgrounds, like the roots of plants, we are all connected and share the same trees”

Veihriine Khulusiimo
Class X



Community Development

Programmatic Approach

Sunbird Trust's community development work is centered around a tiered approach. First, collecting local knowledge, understanding and secondary research, followed by deep Engagement with communities to assess needs, then solutions are designed according to the problem, concluded with training, technical support and mobilization followed by sustainability and support in a cyclic process.

Four thematic areas have been identified across the work. This year, we aim to consolidate the work one on these thematic areas under one programmatic umbrella. In the last year, team members under this vertical attended capacity building sessions to upskill themselves.

2025-26 Impact



Livelihood

- Sloping Agriculture Land Technology (SALT)
- Livestock

Livelihood

207 beneficiaries, **196** supported by the SALT project in Manipur and **11** by the Livestock project in Majuli.



Access to Resources and Relief

Access to Resources: Solar energy (ball lamp, street light, and home solutions) access to remote villages of NE, Infra work- water tanks.

Relief Work: Need basis relief work, for e.g COVID, Natural disasters, conflict.

Resource Access

52,777 beneficiaries of Solar Street Lamps and Street Lights distribution across Nagaland, Manipur, and AP supported by Gharda Foundation. **1428** beneficiaries supported across Manipur with solar home lighting systems by Bindi International and **18519** beneficiaries of focused development program in Manipur supported by HDFC Parivartan.

Relief Work

65 beneficiaries of flood relief work in Senapati



Skill Development

Training for youth to get jobs in hospitality, automobile, banking, health care etc.

Skill Development

2,000 youth supported in govt schools in Arunachal Pradesh with IFET (India Foundation for Education Transformation) towards careers.

Livelihood

- 120 women farmers were introduced to SALT, they are from 4 different villages around Puichi. We worked on their knowledge, skills and attitudes and behaviours through exposure visits to the demo farm, training conducted in each village, planting material support (saplings seeds etc), and created a salt development committee (SDC) for monitoring and communication. The team provided all the technical support and guidance.
- A similar process followed and SALT was introduced to 40 new farmers from 3-4 villages in the Singngat area.
- Goatery program introduced to 11 women farmers in Majuli for income generation and practicing scientific method of livestock rearing. Exposure visit, training from veterinary department and partner CSOs, were organised on shed construction and management, feed management and vaccination and medicines.
- Technical Visit of SALT advisor David Gandhi was conducted in Puichi and Singngat Cluster for monitoring of farms, providing inputs and suggestions to the team.
- Sunbird Trust has finalised a structure for Revolving Fund to support high-performing farmers in integrating livestock into their SALT farms.
- Fish farming activities were introduced at the Puichi demonstration farm. Common carp fingerlings were purchased and transported to the farm.

Access to Resources & Relief

- 180 solar street lights installed in 6 villages of Chandel District, Manipur under HDFC Parivartan Project. Total of 557 portable solar lamps distributed in 9 villages of Chandel District, Manipur along the Indo-Myanmar border.
- Under the support of Gharda Foundation, 209 solar street lights were installed in Nagaland and Manipur covering 30 villages. Along with it, 500 portable solar lamps were distributed in Nagaland, Manipur and Arunachal Pradesh covering 11 villages, and 1 orphanage home.
- Sunbird Trust in collaboration with EMP Bindi International Association implemented a Community Solar Electrification Program in 300 households across 3 districts of Manipur; 1 solar engineer for every cluster/50 households were sent to Harmara, Ajmer District, Rajasthan for five months' training on solar maintenance. The project focused on long-term sustainability of the program through women empowerment. One program committee each was formed for all the six clusters to look after the program and sustain it even after the organization exits.
- Blankets, pillows and bedsheets were distributed to 15 poor and needy families who were in need of immediate relief as their houses were either washed away or completely destroyed by unprecedented flood in River colony of Senapati District Headquarter benefitting 65 people from 15 households.

Skill Development

- 2,000 youth supported in govt schools in Arunachal Pradesh with IFET (India Foundation for Education Transformation) towards careers.



Art by- Migom Doley

[Click to jump to the program page](#)

IMPACT

72,724

beneficiaries of solar projects

2000

youth supported in skill development

207

beneficiaries of SALT & livelihood projects



Stakeholder Voice

Hear from one of our SALT Farmers about how life and livelihood have changed through the Sunbird Trust Community Development Programme!

(Translated to English from the local language)

Before joining the Sunbird Trust Community Development Program, I managed my farm using traditional methods, but I did not have much guidance on systematic farm maintenance and sustainable practices. Over time, it became difficult to manage the farm efficiently.



Over the past year, as the farm became more stable, the workload gradually reduced, giving me more time to focus on animal husbandry. I am now planning to begin animal husbandry on my second farm as well, which I am very excited about.

After the introduction of the SALT component and hedgerow lines, I began to see a visible transformation in my farm. The hedgerows created proper divisions across the land, making the farm more organised and easier to maintain. As the hedgerow lines grew, weed management also became much more systematic. Earlier, I would simply discard the weeds after clearing them, but through the training I learned how plant debris could be composted and used for soil and water conservation during the rainy season. Now, I use them in compost pits and along the base of the hedgerow lines for filtration and soil protection.

These changes have made day-to-day farm work much easier, and I have noticed that my fruit trees are much healthier compared to previous

years. The regular guidance and monitoring from Sunbird Trust have also encouraged me to consistently maintain the farm. At present, the farm is still growing as a source of income, but I feel hopeful about the future. As the fruit trees mature and begin producing fully in the coming years, I believe the farm will provide a sustainable and secure livelihood for my family.

Mrs. Siandeiching,
Tangpijol Village



Strengthening Rural Livelihoods through S.A.L.T

Sunbird Trust has been implementing Sloping Agricultural Land Technology (SALT) across select villages of Manipur over the past four years, promoting sustainable and integrated farming practices through demonstration-led learning.

This Year's Highlights



120 new farmers joined



196 farmers trained



750 saplings planted

During the year, the programme continued to expand, strengthening farmer capacities and promoting integrated farming practices. Fish farming with common carp was introduced, vegetable seeds were distributed to improve nutrition and food security, and soil testing trainings enhanced knowledge on soil health. Integrated farming approaches, including fishery and small livestock, were further promoted, contributing to a strong harvest and encouraging wider adoption of SALT.



"In 2022, I started my SALT farm, where I now grow over 15 crops and rear seven goats, using their manure to enrich the soil. Within a year, I have been earning around ₹70,000–₹80,000 and have seen clear improvements in soil quality, with crops like king chilli growing well. Although adapting to SALT was challenging at first, I now find it less labour-intensive than jhum, as it does not require cutting trees every year."

Roda Inka



[Click to jump to the program page](#)

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Lighting the Last Mile

Solar lighting access across some of the remotest villages of Northeast India

In 2025–26, Sunbird Trust, in collaboration with the Assam Rifles, illuminated some of the most remote villages of Northeast India. With support from generous donors, communities where electricity is a luxury and where darkness sets in soon after sunset are, now experiencing reliable access to light.



GF GHARDA FOUNDATION

BINDI INTERNATIONAL

Schneider Electric Foundation India

PARIVARTAN
A step towards sustainable progress

Through this initiative

72,724+

Lives positively impacted

5136 **90**

Solar units distributed

Villages illuminated

This year, under the solar electrification initiative, women from remote villages were trained as solar engineers. For many, it was their first time stepping out for structured technical and personal development training. What began with hesitation gradually turned into confidence as they learned solar installation, maintenance, and basic financial and entrepreneurial skills. Beyond technical knowledge, the experience helped them see new possibilities for growth. Today, these women have returned as trained solar engineers, actively supporting the installation and upkeep of systems in their villages, while quietly driving change within their communities.

HDFC Parivartan Project

The HDFC Parivartan Project, implemented by Sunbird Trust, focused on improving educational infrastructure and community safety in the remote and conflict-affected regions of Udalguri, Assam and Chandel, Manipur.



Through school infrastructure strengthening and solar-based lighting solutions, the project improved learning environments, enhanced safety in public spaces, and expanded access to reliable energy for underserved households.



25-26 Impact

School Upgradation

6 government schools got infrastructure upgrades in Chandel, Manipur, enhancing access to better classrooms, sanitation facilities, light and water access.

Solar Home Lighting

A total of 3,947 solar home lighting systems were distributed across 19 villages, supporting nearly 4,000 households with improved lighting for education, safety, and daily activities.

Community Engagement

The project was implemented in partnership with district administrations, school committees, village institutions, and local leaders, ensuring effective delivery, community involvement, and long-term sustainability of interventions.



[Click to jump to the program page](#)

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People, Growth & Well-being

2025–26 HR Highlights

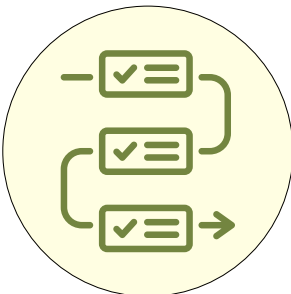


Focus on Team members' **emotional & physical well-being**, and **professional development**:

- Explored the 70-20-10 model and conducted relevant sessions based on survey inputs
- Well-being sessions were held every quarter
- Menstrual leave included in leave policy.
- Coordinated health and life insurance support for team members



Team members across different locations met each other in a reflective, fun space during the Sunbird **Conclave** held this time at the Teacher Training Academy in Arunachal Pradesh



Strengthened Policy & Processes:

- **Onboarding & Engagement:** Redesigned orientation by spreading sessions across days to improve engagement and reduce information overload
- **Recruitment:** Reviewed and strengthened the overall hiring process
- **Operations & Compliance:** Ensured timely salary disbursement and maintained reimbursement timelines
- **Process Improvements:** Revised reimbursement procedures (Field Offices also)
- **Exit Processes:** Strengthened handover checks for smoother transitions



Team's Voice



We asked our HR to share a moment or experience that reflects the spirit of the organisation's people! Read what she had to say...

One moment that comes to my mind instantly is the warmth I felt when I first joined. As a new team member, I could immediately see how much people care for each other. There is an ease in the way people interact, a sense that you belong from the very beginning. It felt like stepping into a space where everyone from such diverse backgrounds is moving together with a shared purpose.

I remember travelling to one of our locations with the team. I had been told the journey would be tough. Looking back, I know the roads were rough. But even in that moment, I did not really feel it. What I remember is the team singing songs, sharing stories, and stopping for rainbows. That sense of togetherness really stayed. And for me, that truly reflects the spirit of Sunbird.

I have been seeing this same spirit over the time I have been at Sunbird. In the way people check in on each other, in the encouragement before taking on something new, and in how people stand by each other during tough times.



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And what stands out most is the deep love for the communities we serve, and as mentioned earlier, the shared sense of purpose that keeps everyone going, even on the hardest days.

Nikita Ann Paul



From our Team



The first words Sir Chris said to me after my interview was, 'Kayio, Sunbird is a family,' and working with Sunbird for almost 2 years, I really felt it. The Sunbird Trust community to me, really embodies a family. I realized that, whenever, I face any issues, I can always rely on Sunbird Trust and the team members to be by my side motivating me and cheering me on. For me, the Sunbird Trust community represents a mini-India and aptly fits the phrase "Unity in Diversity." The people of Sunbird are what make it unique, with individuals from different parts of India working toward a common goal of "Peace through Education."



When people unite around a common purpose, the bonds they create are strong and lasting. At Sunbird Trust, this purpose is unique and it fuels a team bound by commitment, perseverance, and the drive to reach the last mile. Few organisations choose to work in such remote and conflict-affected areas. Without a strong purpose, no one would willingly serve where most seek comfort. That is why I proudly call this team the #LastMileTeam a team that goes where it truly matters.



Having seen Sunbird grow from a nascent organisation to a thriving network, I treasure the joy of nurturing that journey firsthand. I feel a deep sense of ownership, and the autonomy to ideate and act is liberating. Each day brings challenges & chances to imagine bold solutions that advance Sunbird's vision & create real impact.



When it comes to peacebuilding and community development, be ready to cross social boundaries - because Sunbirders are not limited by social constraints, but only by human limitations.



Sunbird Trust is a community of kind, understanding individuals. Whether it's teachers, parents, the armed forces, students, or the team, everyone brings their best to overcome challenges and stay committed to this shared vision. It's this sense of togetherness that makes Sunbird truly unique.



Thank you for walking along this journey with us!

Our Donors



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Our Partners

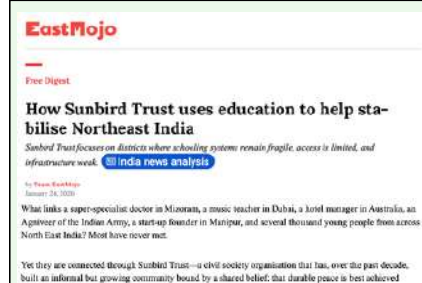


Our Stories

Our work received recognition across various online and offline media platforms, with several stories featuring Sunbird Trust's initiatives. Click each screenshot to read them online.



Article published in **India Development Review** about the state of youth from Manipur who return to their communities after completing their education elsewhere.



Article published in **East Mojo** about Sunbird's programs across the Northeast.



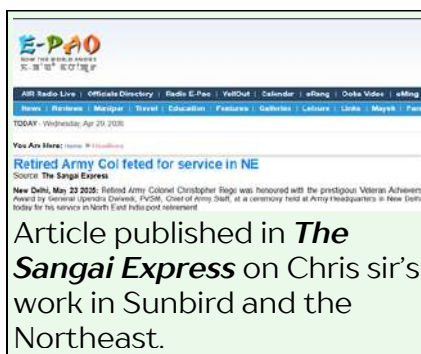

Article published in **Village Square** about the story behind the starting of Haite School in Mualdam and the change that Sunbird's intervention brought to the school.



Article published in **Social Story** about Genavafa maam's story of starting Dew Drops Academy in Nongshken, Meghalaya.



Article published in **India Today NE** about the story behind the starting of Haite School in Mualdam and the change that Sunbird's intervention brought to the school.

Article published in **The Sangai Express** on Chris sir's work in Sunbird and the Northeast.






Sunbird Trust
PEACE THROUGH EDUCATION

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