# External Final Evaluation

## "Quality Education in Low Cost Private and Public Elementary Schools"

## India- May 2018

educo

Member of ChildFund Alliance

# ABBREVIATION

| | |
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| ABL | Activity Based Learning |
| CFS | Child Friendly School |
| HM | Head Master |
| MSCPCR | The Maharashtra State Commission for Protection of Child Rights |
| PCMC | Pimpri Chinchwad Municipal Corporation |
| PMC | Pune Municipal Corporation |
| RTE | Right to Education |
| STCI | Save the Children India |
| UNICEF | United Nations Children's Fund |

Executive Summary extracted from document "Evaluation Final Report of Quality Education in Low Cost Private and Public Elementary Schools" prepared by ZIVANTA analytics, India, in May 2018.

# EXECUTIVE SUMMARY

## OBJECTIVES OF THE STUDY

EDUCO has commissioned the study in order to assess the project impact in reference to the stated objectives and its sync with the Educo's Strategic Development Goals,
The specific objectives of the study include:
• To assess the project's overall performance and evaluate the achieved results, project impact, key challenges or gaps and document lessons learnt.
• Linked to DAC criteria, the evaluation shall specifically look at: Effectiveness, Impact, Sustainability, Efficiency and Relevance of the project.
• The findings and recommendations from the evaluation will further inform Educo's future partnership with STCI for the project in alignment with the global and country strategy plan on child rights programming.
• Identify good practice, lessons learned on the success/failure cases, innovation approaches and potential for replication and major challenges faced.
• Suggest strategic and programmatic recommendations in line with child rights programming that can be used by Educo and Save the Children India for future intervention.

## METHODOLOGY AND LIMITATIONS

This is a mixed-methods study. While the largest fraction of data collection employed administering learning outcome assessment to students, a significant proportion also involved the use of comprehensive discussion tools with various stakeholders. In addition, case studies and qualitative interviews at different points during the study provide a rich and layered understanding of some key ingredients of the project interventions.

The field work was conducted during the month of April when the schools and the Balwadies were closed for teaching and only extra curricular workshops were ongoing.
This meant that:
• the study team could not do classroom observation.
• a significant number of enrolled students were not present and therefore the learning outcome test scores are based on a small sample of students.
• the study team had a limited time of ten days to complete the entire field work given that all activities would cease at the project sites from 26 April onwards due to vacations.
• regular classrooms were not going on at the time of assessment, the children had to be pulled out of the ongoing activity workshops to give the assessment tests. There always remains a possibility of attention deficit to the task at hand when the child's mind remains preoccupied with the activity, she had to leave to give the assessment test.

# KEY INSIGHTS BY ITEMS

## Patang Centres

Patang centers are remedial education classes which provide pedagogical and didactic assistance to students who are lagging behind vis-a vis the level of achievement realized by their peers. It is designed to assist students in order to achieve expected competencies in core academic skills namely numeracy and literacy in vernacular language (Marathi/Urdu)

### 1. Sample

Of the total Patang centres 40% were sampled in Thane and 30% were sampled in Pune. While all the students in the sampled Patang centre were to be assessed, only 30% of the students in Thane and 20% in Pune were available at the sampled Patang centres during the survey team visit.

### 2. Key findings

- ✓ **Higher Level Numeracy skill acquisition has scope for improvement**: The movement of students from Level 1 to Level 2 and Level 2 to Level 3,is relatively tardy. in Numeracy. These levels correspond to proficiency in subtraction, multiplication and division. It may however be mentioned that the assessment results are based on a small sample. While the degree of difference between the numeracy and language learning attainments may narrow down with an increase in sample size, the general trend revealed by the assessment indicates for a consideration of reinforcement of numeracy skills especially in subtraction and beyond.
- ✓ **Language skill acquisition good**: Patang classes are able to transfer language skills both writing and reading adequately well.
- ✓ **The stakeholders have been positive about the Patang classes**: All the stakeholders including the HM, School Teachers and Parents have given positive feedback about the efficacy of Patang classes.

### 3. Recommandations

- ✓ **Higher Level Numeracy Needs Focused Attention**: The assessment results are based on low sample size and thereby indicate broad trends andnot definite estimates. While the degree of poor performance in numeracy may improve with a larger sample size, the trends suggest that the Patang teachers may look into the need for putting in more time and effort to help children master higher order numeracy skills.
- ✓ **Patang classes need to integrate with the school timetable**: It has been reported that there are occasions when the regular class teacher does not release the student for the Patang class. The class teachers are of the opinion that going to Patang classes means that the student misses out on the regular curriculum lessons. Patang classes need to get further institutionalised into the school setup and timetable.

  • more coordination with the class teachers so that Patang continues to play the supplementary role effectively

  • promoting engagement of the SMC on the running of Patang classes will increase ownership of the school

• regular formal reporting on the functioning of the Patang class to the HM by the Patang teacher would helps improve coordination of the school with the Patanc class setup, improves appreciation, bring in suggestions and help remove bottlenecks.

- ✓ **Accelerate learning outcome for children enrolled in higher classes**: Children who are studying in Class IV and V have a much higher learning deficit than their peers and therefore their academic attainments have to be accelerated to bring them up to pace with the regular class curriculum and their class mates. A modified strategy might be thought for these children as compared to those children who are enrolled in lower grades and studying in Patang. Innovations like intensive learning (sometimes referred to as 'Overteach') for higher grade level children along with the regular Patang curriculum or some similar innovation might be thought of.
- ✓ **Ongoing student assessment**. Universal screening and progress monitoring of individual student in Patang classes provide information about a student's learning rate and level of achievement, both individually and in comparison, with the peer group. Currently a Diagnostic Test at the start and end of the academic year is taken to monitor progress. It is suggested more Diagnostic Test milestones through the year be put in place so that concurrent monitoring of each individual student can be done, and course corrections made through the year. A computerised dashboard showing progress of each individual child may be considered to help the teacher and program managers to track individual child's progress. This data may be used to determine which students need closer monitoring or intervention. Under the Gunotsav programme of the Government of Gujarat a similar mechanism has been put in place wherein student progress is frequently monitored to examine student achievement and gauge the effectiveness of the curriculum, decisions made regarding students' instructional needs based on multiple data points taken in context over time.
- ✓ **Managing students with different learning abilities**: Children with different learning abilities are distinct from children with a learning gap. Children with different learning abilities exhibit dysfunctionalities such as attention deficit disorders (ADD), dyscalculia, dyslexia, dysgraphia, dyspraxia, dysnomia, hyperactivity or other related problems. Patang teachers in most part are not trained to handle different learning ability. However, Patang classes gets such students who will require specialised inputs. Patang program may consider having learning disability resource person who can guide the Patang teacher in handling such cases.
- ✓ **Mainstream Patang Teaching Methodology**: The biggest advantage of the Patang model is its teaching methodology. For primary classes, the Patang methodology of ABL may be mainstreamed across all municipal schools. The experience of Tamil Nadu which has done a state-wide roll out of ABL and the example of Pune Zila Parishad which has rolled out ABL in many of its rural schools starting out from Bhor Taluka where it was piloted with grant from GoI/DFID can be demonstrated as proof to the PCMC and TMC underlining that there are successful ABL practices running within the government system, managed by government teachers. STCI can act as a roll out partner and even manage a resource center for ABL at the Municipality.
- ✓ **Be resource agency to the Municipality to harbinger remedial teaching in schools**: Section 4 of the RTE Act states that where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age: PROVIDED, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed. Other than Patang Centre which are in select schools, there is no mechanism in place at the municipal schools for remedial teaching. STCI given its experience in remedial education is in an ideal position to act as a resource agency for helping reach remedial training to all the municipal schools. An appropriate strategy backed by municipalities resources and willingness may be put in place for such an initiative While not applicable in its entirety to India

context, a framework (considered as a global gold standard) for early detection and correction of learning difficulties called Response to Intervention applied across schools in United States may be a template for consideration.

## Balwadi

Balwadies has been the flagship program of STCI running for over twenty years. STCI has developed a pre-school curriculum which is eclectic and rivets around 'activity and play based' methods. The curriculum concentrates on wholesome development of the child which includes physical development, language development, cognitive development, social development, and emotional development.

### 1. Sample

There are 35 Balwadies in operation supported by EDUCO in Mumbai. A sample of 15 Balwadies was undertaken for assessment. All children enrolled and present during the time the survey team visited the Balwadies was sampled. The field work was conducted during the month of April when the Balwadies were closed for teaching and only extra curricular workshops were ongoing with limited attendance. Therefore, the sample is lower than the enrolment numbers. Of the total of 445 children enrolled in the sampled Balwadies, 66 students could be assessed which is 14% of the total.

### 2. Key findings

a. School readiness

The tool used for assessing the School Readiness was the one developed by the UNICEF and standardized for Indian conditions.1 The tool tests children's cognitive, pre-literacy and pre-numeracy abilities. Within each of these broad assessment domains, the tool tests children on a range of competencies that are broken down into 10 specific tasks. The maximum score assigned to each task varies from 1 (space concept) to 6 (reading readiness, sentence making), depending on the complexity and number of sub-items in the task, yielding a total score of 40 points.

- ✓ **Children are relatively good at Pre-math and Number Concepts**: Around 50% of the children administered the oral questionnaire were able to answer the questions on Pre- Math and number concepts. Children's informal number sense when they enter school provides a foundation for their school mathematics achievement and strongly predicts their mathematics competence later in school.
- ✓ **Pre-literacy and Language Concepts can be reinforced**: The task of phonemic awareness and sentence making proved difficult for the students. However, having said that it may be kept in mind that children do not follow an age-wise linear pathway in pre primary and primary stages.
- ✓ **STCI Balwadi students doing better than the benchmarks**: India Early Childhood Education Impact Study funded by UNICEF is a longitudinal study which tracked pre school children learning outcomes. Some of the questions asked to the STCI Balwadi students had been asked by the IECEI sample of 14000 pre-schoolers across 3 states. STCI Balwadi students are doing better than the IECEI sample for majority of the common questions put to children.

b. Adaptative behaviour scale

Children in Balwadi were assessed on behavioural aspects of school readiness using the Adaptive Behaviour Scale (ABS), designed by the CECED at Ambedkar University Delhi. Primary caregivers (Mothers) were interviewed to understand whether children had acquired specific behavioural skills and competencies necessary for adapting well in the school setting.

The four main psycho-social readiness domains include self help skills, socialization, communication skills, and executive functions. Mothers of the children attending the Balwadies were asked to report on 20 indicators using a 3-point rating scale with three options or levels (rarely, sometimes, or most of the time).

c. Early childhood education quality assessment

The assessment was done using a standardiised Education Quality Assessment Scale adapted for india. The assessment was done for the following dimensions:

- Physical Infrastructure
- Outdoor space, play environment
- Learning Environment
- Classroom Arrangement
- Classroom Management
- Personal Hygiene Behaviours

The key findings include:

• Adequacy, cleanliness, and safety are the key ingredients of a desirable space for children, given their need for protection, physical movement, and group work. The STCI Balwadies were found conforming to the requirements. Community Balwadies however fell short in two parameters - noise pollution and running water in toilets. This is understandable given their location in slums.

• Outdoor play area was found adequate in most sampled Balwadies, except for four Balwadies where there is a paucity of space.

• All the parameters under learning environment, classroom management, classroom arrangement were found to be adequate in the sampled Balwadies.

## 3. Recommendations

- ✓ **Learning Outcomes are being achieved**: On the overall the learning outcomes have been reasonable, making allowance for the fact that the children come from backgrounds where they are the first-generation learners and there is no reinforcement at home. There do remain some children on whom a bit more effort at the Balwadi has to be made to make them school ready However, having said that it may be kept in mind that children do not follow an age-wise linear pathway in pre primary and primary stages as currently the practice. Many of the concepts expected to be learnt by the children at age 5 in many cases do not get mastered until the age of 7-8. This calls for a progressively upward graded syllabus, with many of the concepts taught at pre school being repeated in grade 1 and 2.

- ✓ **Close interaction between the Balwadi teacher and the parents to be sustained**: Parents were highly appreciative with the approachability of the Balwadi teacher and how constant feedback and communication channels are open. This needs to be sustained in the future. Parents also reported satisfaction with the amount of learning that the Balwadi was able to transfer to the children.
- ✓ **Balwadies have performed very well in transferring behavioural skills for school readiness**: The response of the parents to the adaptive behaviour scale questionnaire reveals that Balwadi is able to prepare the students phycho- social skills for school. These skills include enjoying interactions with others, making and keeping friends, appropriately expressing a wide variety of emotions, calming down when upset without hurting others, being curious about the people and things around him or her, and liking to discover new things. This is a significant achievement for the Balwadies because the link between social and emotional skills and school success is a greater predictor of childrens' academic performance in the first grade than their familial background and their cognitive abilities.
- ✓ **Leveraging the experience to help municipality to manage its Balwadies better**: STCI can take an enabling role by being a resource organisation to the Municipalities of Thane, Mumbai and Pune in areas like Balwadi curriculum development, in service training of Balwadi teachers, help set and monitor pre school standards etc.

## Science Workshops

Patang's Science Learning Program Workshops is an initiative to make science classes more stimulating through hands-on science experiments. In most schools very few science lessons are taught using student-centered approaches such as 'hands-on experiments'.

Most lessons are conducted based on teacher-centered approach. To bridge this gap, STCI with support from EDUCO organised workshops on science (duration approx 2 hours) in most schools having Patang centers in Pune3 and PCMC targeted at 6th ,7th and 8th Grade students. The average attendance at these workshops was 45-50 students. The workshop was conducted by a team comprising of a Mentor (STCI resource person) along with the Patang teacher having science background. The workshops was held in the month of January-February 2018.

The workshop was structured into three modules comprising of:

i. Introduction of Science kit, which was distributed in schools comprised of test tube, its holder, litmus paper, PH paper, beaker, stirrer, filter paper, thermometer, magnet, etc.

ii. Discussion with students about science and how daily life is attached with science.

iii. Conduction of various experiments using different concepts like:

- Characteristics and properties of magnets.
- Acid-base chemistry with the help of litmus paper by using things like tamarind, curd, baking soda, soap, etc which we usually see in our day to day life.
- Thermometer- Brief about types of thermometer and its usage.
- Dispersion of light by using mirror and how does it take place.

As a follow up, the children were encouraged in making models related to the topics covered during the session. The children felt encouraged when their models were showcased in an exhibition called 'Metric Mela'. This mela, organized by STCI, showcased models made by the children who explained the models to the visitors.

## 1. Sample

Focus Group Discussion was held with the students who had attended the science workshop at eight schools. The purpose was to assess:

i. how useful the science workshops were and

ii. to the extent the key concepts taught in the workshop has been retained by the students

## 2. Key findings

- ✓ **Retention of the concepts taught in the workshop**: The key outcome of the science workshops based on hands on experiments is to ensure that the key science concepts are learned and retained. A questionnaire to test the retention was administered to a sample of attendees comprising of questions on the key concepts and knowledge provided at the workshop. A control set of questions was also asked, which were based on the science curriculum or are part of general awareness of science, but not specifically covered in the workshop. This was done to gauge whether the retention of concepts demonstrated through experiments has better propensity for retention than those taught in the traditional way in the classroom. The science workshops were held in the month of January-February 2018, and the assessment was done in April 2018. The assessment found that the retention is far higher for questions which were directly based on the hands-on experiments performed during the science workshop than those pertaining to topics from the curriculum covered in the classroom through the traditional teaching process which did not have a corresponding experiment done at the workshop.
- ✓ **Experiment based learning makes science appear less intimidating**: A general perception amongst the participants was that experiments add an element of fun and excitement to science. It was also thought that the course material is better understood when taught using science experiments and the science concepts taught in the classroom become much clearer. This observation of the participants is important because there is a consensus amongst educators that interest development in science subjects depends strongly on the perceived attractiveness of the curriculum's lesson content and on the manner in which scientific knowledge is presented and taught.
- ✓ **Experiments help students see science in everyday life**: Some of the participants reported that the workshop has helped them appreciate the science in everyday life. The experiments on using litmus paper to check for acidic properties of material available at home like tamarind, lemon, soap is one example of linking science with the environment around.
- ✓ **Workshops and the talk around science makes science aspirational**: With so much focus, attention and importance given to science in the workshop, science as a subject appears first amongst the equals in comparison to other subjects. The talk on science and scientists and how science touches our everyday life and beyond, makes science as a possible area of further study at 10+2 level for some of the students.

- ✓ **Workshops should be more frequent**: Participants expressed the view that teaching using experiments should become a regular teaching methodology for science in school. More frequent workshops and experiments-based teaching was suggested.
- ✓ **Science exhibition is a forum for expressing creativity**: It is interesting to note that the participants considered model making and showcasing at the science exhibition organised by STCI to be much beyond understanding science. It was mentioned to be a forum for expressing creativity. The accolades and praise received boosts self confidence of the students and improves self worth.

### 3. Recommendations

- ✓ **STCI science workshop delivers learning outcomes**: The assessment establishes that retention of scientific concept is much higher through the hands-on experimentation methodology than through traditional teaching. Though hands on experimentation is not a replacement for teaching in scientific theory through the teacher lecture methodology, but effectively complements science teaching. The STCI initiative towards science education is an effort in the right direction.
- ✓ **Hands on Science experiment be an on going activity**: A one off science workshop where students are taught a number of concepts in a day is based on the expectation that students retain all the concepts learnt, which in practice is a tall order. Generally two tracks are taken to ensure that the experiential based learning is more regular: (i) Providing Science kits and training to teachers: Grade and curriculum specific science kits provided to school along with training and mentor ship so that the science classes are accompanied by in class experiment demonstration. (ii) Mobile Science Labs: Equipped labs which go to each school as per timetable and the students are able to learn by experiments. The advantage is that more extensive experiments can be demonstrated, with expensive equipments, which becomes prohibitively expensive as part of a school science kit.
- ✓ **Scaling up of STCI science workshops**: It is commendable that experiment-based science workshops have been started by STCI. It is felt that it would be highly worthwhile and effective if this initiative is scaled up in collaboration with the respective municipal body. The Agastya International Foundation model (or a variant) may be considered. AIF is India's largest hands-on science education programs for children and teachers with a specific purpose of bringing joy of science learning to the government school curricula.
- ✓ **Participation in Science Fairs**: While the metric mela by STCI is a good forum to showcase science talent, participation in other science fairs like the INSEF science fair organised by the Science Society of India may also be considered. This will pit the students from project schools against larger array or students and give them exposure, new creative ideas, and an opportunity to benchmark themselves against other students at the state level.

## Balwadi Teacher Training

The school board of the Pimpri-Chinchwad Municipal Corporation (PCMC) runs 228 Balwadis catering to 9,880 students. PCMC has significant focus on promoting Early Child Care and Education and is open to brining in innovative practices and processes in the Balwadies. In this context, STCI in collaboration with PCMC through support of EDUCO has conducted a set of four training session spread across ten days for 33 teachers from the PCMC run Balwadies. The training modules essentially were nested in the framework

of Activity Based Learning methodology for teaching pre-school children and comprised- Developmentally Appropriate Practices, Parent Teacher Meeting, Attendance Cards, Process of Understanding and appreciating the curriculum, Process of Assessment, Reflective practices and motivation, and Practical on teaching aids.

## 1. Key findings

- ✓ **Trainees have found the training useful**: The trainees reported that the training introduced them to new techniques and practices which are practical and can be readily implemented in the classroom. The training sessions which the trainees found particularly pertinent were: (i) New teaching methods for engaging children in the classroom, (ii)Time management and (iii)Make teaching learning materials for the class using local or easily available material.
- ✓ **There is a marked difference in classroom transactions of a teacher who has received training and one who has not**: The group held the consensus view that classrooms of the teachers who have undergone the training present a much more child friendly environment. The classrooms are attractively decorated with posters, TLMs and display of the work of the children. The trained teachers are also adept at preparing teaching aids which help in making the teaching learning process fruitful and interesting.
- ✓ **Trainees share innovative practices with their colleagues**: The trainees share their learnings with their colleagues. Also, when they use innovative processes in the classroom, there is a demonstration effect and their colleagues in other Balwadies also express their desire to learn and use these techniques. The trainees indicated that they share their experiences and new techniques which they have learned as well as photographs of their classroom in WhatsApp group of Balwadi teachers, thereby making their training available to a larger constituency. Also, they get phone calls from their colleagues asking for more details on the innovations which they have been able to bring in post training.
- ✓ **Use of actions and voice modulation for giving instructions in the classroom**: Both the techniques are used, and it helps making teaching learning process better, retention improves as well as engagement of the students.
- ✓ **Activity based Learning mainstreamed but time is a challenge** Activity based learning methodology is planned for the entire day. However, ABL takes much more classroom time than traditional teaching methodology. Given the paucity of time, many a times the planned activities do not get completed as scheduled.
- ✓ **Teaching aids are being used during teaching**: Materials like sand, seed, flash card, writing on the floor are some of the TLMs which were taught in the classroom are used. The trainees make the flash cards themselves as taught in the training sessions. The TLMs are specific to each activity as per the lesson plan under the Activity Based Learning framework.
- ✓ **Lesson Plans are made**: Lesson plans are made day wise as per the curriculum and related to specific learning outcomes. The day wise plans are aggregated into weekly and monthly plans. Adhering to the lesson plan becomes sometimes of a challenge given that ABL is time intensive.
- ✓ **Developmentally appropriate practices are adopted in the classroom**: E.g. number of games are organised in the classroom to improve class interaction and for making learning fun such as corner game, catch ball, sitting in groups, train game, musical chair etc.

## 2. Recommendations

- ✓ **Training has been highly appreciated**: The training has been appreciated by all the trainees and the government officials. The participants reported of changes that the training has enabled them to bring to classroom transactions and the learning environment.
- ✓ **STCI may advocate for an enabling institutional mechanism for Balwadi**: Currently there is no prescribed curriculum and guidelines in place for Balwadies under PCMC The new NCERT guidelines and curriculum for Pre Schools can be a starting point. STCI with its extensive experience has the credibility and the expertise to advocate for such mechanisms to be in place. Training of teachers in ABL under the STCI and Educo initiative will then complement the requirements of the pre-school syllabus.
- ✓ **Professional development of pre-school teachers- moving from training to community of practice**: While in service training effectively transfers information and skills to the participants, the training format typically provides brief, non sustained contacts between trainer and trainee, and the flow of information is most often one-directional. Initially, professional development is expected to be an "outside-in" with professional trainers providing the required information. For the information to be practiced and further honed a more sustained engagement is required. Globally in early childhood professional development the focus is on building a Professional Learning Community where the teachers collaborate with their colleagues, brainstorm ideas, share experiences. STCI through collaboration with PCMC can help setup such a mechanism and mentor it for Balwadi teachers. This will go a long way in main-streaming good practice in early education and leverage STCI's experience Having such community of practice was expressed by the trainees.
- ✓ **Extending training to all Balwadi teachers**: The training has been found effective and may be extended to other Balwadi teachers in PCMC manning more than 200 Balwadi centres in the city.

# Child Participation and Protection Rights Training

In consonance with the Objective 2 of the Strategic Development Goals of EDUCO pertaining to fostering child protection wherein it entails the EDUCO funded projects to strive for safe and protective environments for children, a pilot programme on training and creating awareness on Child Protection and Participation (CPP) has been initiated in five schools in Pune on a Pilot basis. The successful implementation of the CPP programme in these five schools will provide the contours and strategy for mainstreaming CPP in all the schools under the STCI and EDUCO ambit in Pune.

### Creation of a cadre of Masters Trainers

The key objective of the training was to provide adequate knowledge and skills so that the trainees can be resource persons on CPP and provide further training/ awareness to the key stake holders on CPP in the project schools. The assessment tried to measure the knowledge level of a sample of trainees in CPP with respect to the training provided through their response to the indicator questions put to them. The assessment was done by an expert on child rights.

1. **Sample**

A focus group discussion was done with the Master Trainers faciliated by an Child Rights expert using a pre-approved checklist.

2. **Key findings**

- ✓ Participants could handle the protection issues relatively more confidently than participation issues.
- ✓ The knowledge on the legal framework and UNCHRC framework can do with a little brushing up.
- ✓ The role and responsibilities of agencies like MSCPCR, Child Welfare Committees, Police in Child Protection, Child line etc requires further inputs.
- ✓ Inputs on processes to increasing the voice of the children in school management required.

## Assessment of the training provided to the Stakeholders

Training and awareness sessions were held in the five pilot schools by an external facilitator aided by the master trainers. The training is in the early stages with only the first round of CPP training has been concluded.

The methodology adopted for the assessment was to put value-based questions to the stakeholders and understand the current state of sensitivity level amongst the stakeholders on Child Protection issues. This was followed with a focus group discussion.

1. **Key findings: assessment of training provided to teachers**

The teachers were found to be sensitive and understanding to the needs of the children in their classroom who primarily come from very marginal backgrounds, are first generation learners and from migrant families with a different mother tongue. Given the background of students in the project schools, these children are also most susceptible to CPP concerns. They agreed that the biggest onus lies with the teacher and for mainstreaming CPP in schools. Some of the suggestions made by the teachers in this regard include:

- Counseling techniques and practice
- Techniques of positive discipline
- Innovative practices in fostering child participation
- Child protection mechanisms and knowledge of who are the first responders when a child protection concern is reported to them
- Modules for taking up sensitization of parents during PTA meetings on CPP
- Setting up a school level child protection policy, monitoring and reporting
- What is child discrimination and abuse, its definition, its identification, reporting and redress. Related is what is the threshold for referral or reporting a concern? This is especially relevant for the project schools because some of the children who come to school also work during off-school hours. Concept like what is exploitative work and what is the role of the teacher when there is a trade off for the student between work and coming to school.
- Training on providing psychosocial support.

## 2. Key findings: assessment of training provided to parents

Parents have attended a 2 hours session on CPP under the project. The parents found it difficult to recollect the entire content of the training received. Some of the elements that the parents could recall was good touch /bad touch, whom to contact in case of child abuse, role of parents in abuse prevention etc. However sketchy the recall may be, leeway has been made in sensitizing the parents. This also calls for reinforcing the learning through regular CPP sessions for parents, and better still using the PTM meetings as a forum for sending the CPP message to the parents. During the FGD, questions asked to the parents were largely valued related and they ere found to be largely sensitive to the rights of children. However, the parents were found not aware of the steps the schools should take in ensuring safety and participation of their wards in schools. This is important so that the parents can advocate for such systems to be in place in the school. In the same vein, the parents were not found to be much conversant with the protection mechanisms like Childline etc.

## 3. Key findings: assessment of training provided to students

The students have been exposed to a number of training sessions on child protection including that by STCI. Apparently, the basic knowledge of child protection appears to be in place. What is now required is to take this to the next level, wherein children have a proactive role in child protection in schools. This can be through making the children groups more active, children become the eyes and ears of the teacher in identifying instances of abuse or neglect amongst their peers or in school environment, encourage the use of mechanisms set up in school like use of grievance and suggestion box, have a say in school governance etc. This would require sustained work with the school authorities. Also, the awareness of child protection amongst children has to be more pervasive amongst all age and grades. Currently the STCI awareness programs have been confined to Class VII students in target schools.

### Recommendations

- ✓ **STCI can take up a larger role in CP space**: The PMC and PCMC are sensitive to Child Protection issues and there is scope for STCI to take on a larger role. It can be a resource organization to do child protection audit in government schools, advocate for getting child protection as a component in ISO certification of schools, be the resource organization for CP in-service training for government teachers, prepare awareness material, put in place a reporting mechanism for the government on Child Protection , provide advisory to PCMC on child protection issues in school etc.
- ✓ **Master Trainer Training Requires Further Reinforcement**: Building a protective net and environment for children is one of the key objectives that STCI is ensuring through the education programme in the schools. The overall objective of child protection being included in enhancing the education levels of children is to create a positive learning environment to ensure safe and inclusive schools to improve a quality learning environment in schools. The phase I of integrating child protection focused on building an environment to generate awareness on child protection among the key stakeholders. The training assessments for the STCI staff showed that they are aware and understand the UNCRC framework, have fair understanding of the child protection concepts and a few of the systems framework that is available in the country. Child participation is also one of the key principles in building a

protective environment needs to be been holistically while forming a child protection framework in the schools. The role and responsibilities of agencies and child protection mechanisms like MSCPCR, Child Welfare Committees, Police in Child Protection etc requires further inputs. Another area would be on increasing the voice of the children in school management.

- ✓ **Adopt a CFS framework**: Child Friendly schools will necessitate going beyond training. The project proposal also talks of a school wide approach. It is suggested that a CFS Framework be adopted to inform the project initiatives for a CFS.