

**Baseline Situation Analysis for India Programme 2021-24 of
Terre des Hommes Suisse, India**

A Report Based on

**Focus Group Discussion (FGD) with Teachers and Beneficiaries
of Support Education Centres of Terre des Hommes Suisse, India**

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Preface

Centre for Knowledge Ideas and Development Studies (KnIDS) undertook a project of Terre des Hommes Suisse, India (onwards referred as TdH Suisse) to do a base line study for 2021-24 to assess the progress made by the Partners/Projects in India in imparting education to underprivileged children and also in implementing context relevant education and child rights oriented education. The purpose was three-fold. The first purpose was to understand the extent of understanding of context relevant education and child rights oriented education by teachers, and the ways they have incorporated these concepts in their Support Education Centre teaching. What needed to be assessed was to what extent the teachers had received training in this regard. The second purpose was to assess from the beneficiaries – the actors of change, classified under children, youth and adults, their understanding and awareness of Convention of Child Rights (CRC) rules, Citizenship Rights, Participation Rights, Human Rights and also Sustainable Development Goals. Here again what was to be ascertained was the extent the beneficiaries had been sensitized about these concepts and their ability to relate these concepts to their surroundings and environment. The third part was data collection on the extent of participation and learning of teachers and other beneficiaries, both male and female, in the training learning scheme of TdH Suisse. This data was to be filled up in a well-designed format provided by TdH Suisse.

With respect to teachers, the overall objective of the base line study was to assess what had been achieved till the beginning of 2021-24, on the basis of the work done in the previous period 2017-20 or even earlier. This will definitely help to make the action plan for 2021-24 in terms of training, for both content and pedagogy, and progressively measure the improvement/status. For the beneficiaries, what needed to be ascertained was the extent of sensitization undertaken till the beginning of 2021-24 regarding participation/citizenship, gender equality, sustainable life style and prevention of violence and discrimination, and what activities needed to be initiated during 2021-24 to improve their understanding of the same.

The methodology adopted for the study involved Focus Group Discussions (FGDs) with teachers of the projects and also with the actors of change classified under Children, Youth and Adults. The eight (8) projects supported by TdH Suisse, India are SMOKUS- Raiganj, PWS-Murshidabad, RDA- Ghatsila, CID - Gwalior, PWS-Kolkata, CARD- Bhubaneswar and RURAL AID- Alipurduar, DRCSC, Kolkata. They are geographically spread over four states of India - Madhya Pradesh, Jharkhand, Orissa and West Bengal. Further, some aggregative level data was provided by TdH Suisse, which was to be incorporated in a well-designed format.

The Report is divided in two sections. The first section discusses the outcome of the FGDs with the teachers of the different projects. The second section lays out the response of the beneficiaries (actors of change) of the different projects to the queries raised during the FGDs. Both the sections end with action points – suggested by KNIDS, that were thought to be important to make this process of intervention initiated by TdH Suisse, India to be more interesting, meaningful, insightful and of practical relevance.

It is heartening to note that the various initiatives of TdH Suisse, India have added enormous value to the beneficiaries of the various projects. Further, this process of learning has been ably supported by a group of dedicated teachers who are continuously trying to keep the children engaged and motivated.

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1. Section A: Focus Group Discussion with Teachers

a. Introduction

The FGD with teachers revolved around their understanding of Context Relevant Education and Child Rights Oriented Education and their application in class room delivery of different subjects. As the children studying in the different education centres of TDH come from economically and socially challenging environments, the nature of class room delivery is extremely important to keep the students interested, motivated and attentive. This is recognized in The National Education Policy 2020 (NEP), introduced by the HRD Ministry, Government of India, which emphasizes that “education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.” In this context, it may be mentioned that in 2015 India adopted the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development.

NEP accords the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3. Further, the need for creativity and critical thinking to encourage logical decision-making and innovation, ethics and human & constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice have been specifically mentioned.

NEP states that “In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities

including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement.”

b. Sample Questions with respect to Context Relevant Education

In the above background, a few sample questions were developed/ formed with respect to Context Relevant Education that formed the basis of the FGDs with teachers of all projects of TdH Suisse and these are as under.

- i. What do you mean/understand by education adapted to the relevant context?
- ii. How many of you have received guidance/training on how to adapt the education program to the relevant context?
- iii. In which period you have attended this training? Who was the institution/NGO in charge of the training or guidance?
- iv. Did you appreciate the content of the training? (Specify your reasons)
- v. How many of you have started to apply an education adapted to the relevant context and closer to the culture and reality of children during the current school year (2020-2021)?
- vi. How many of you are not applying in classroom an education approach adapted to the relevant context and closer to the culture and reality of children?
- vii. Which subject of the school curriculum you are currently teaching is adapted to the relevant context?
- viii. Do you think that it is important that the support education centre and public-school curriculum is adapted to the relevant context?
- ix. What are the benefits (changes) that you have been able to observe with your students thanks to the reflections and examples discussed in class through a pedagogical approach adapted to the relevant context?
- x. What benefit have you observed in your teaching approach through the integration of context-relevant education closer to your students?

c. Response to questions on Context Relevant Education

In this section, we provide an aggregation of the response of the teachers from the different project areas. The total number of teachers who attended the FGDs was 49. Of this, 27 were male teachers and 22 were female teachers.

- i. In response to the question on their understanding of context relevant education, the teachers replied that
 - a) Teachers use charts, tables and diagrams to explain concepts

- b) subjects like English, Bengali and Hindi are made interesting through play acting, which also brought about a sense of participation among the students
 - c) Mathematics is taught through examples related to shopping, unitary method with work time examples, discussion on mensuration with examples of tubes and spheres etc.
 - d) life sciences is taught with examples from day to day life and surroundings. Use of TLM for teaching body structure
 - e) they demonstrated how to navigate in seas with the help of boats
 - f) laboratory experiments are conducted in chemistry and biology with microscopes to improve their understanding of cells and other elements
 - g) History is taught with the help maps, pictures of events, historical structure and eminent personalities, local heritage buildings and mandirs
 - h) Environment science is taught by pointing out the need for greeneries, trees and by taking out students for outdoor activities.
- ii. Of the total number of teachers in the FGD, 57.1% have received training on how to adapt the education program to the relevant context. In terms of the total number of male teachers and female teachers who received training, 55.6% were male and 59.1% were female.
 - iii. Training programs were organized by TdH Suisse and Project partners. During the pandemic period, trainings were held through zoom/virtual platform.
 - iv. The teachers who received training appreciated the nature of training as they were taught methods of teaching through charts, stories and experiments. Demonstrations helped them in appreciating the content of the training. Some of the participating teachers felt the need for vocational training. Some teachers mentioned that they were taught letter writing and how to conduct classes through activities. It was mentioned by a few teachers that there should be separate training for junior class teachers and senior class teachers.
 - v. Although many teachers had not undergone formal training in this regard, the FGD revealed that 67.3% of the teachers were applying education adapted to the relevant context and closer to the culture and reality of children during the current school year (2020-2021). The percentage of male teachers and female teachers who were using this form of teaching pedagogy were 66.7% and 68.2% respectively.
 - vi. It follows from the previous point v. that the total number of teachers not applying this method of teaching was 32.7% and the male teacher female teacher percentage distribution was 33.3% and 31.8% respectively.
 - vii. Subjects taught – Languages (Bengali, Hindi and English), Mathematics, Environment, History, Geography, General Science and Physical Sciences.

viii. It is important that the public school and support education centre curriculum is adapted to the relevant context as it enables students to appreciate the subjects taught as they can relate the concepts to their environment.

ix. The students have become more participative in the support education centres. Their eagerness to attend public school and support education centres has gone up.

x. With context relevant education pedagogy, it is easier to get attention of students. Giving more examples from the immediate environment and relating to their text books has made students more imaginative and conscious of their surroundings. Teachers claim that they have been able to prevent incidents of drop outs.

d. Extent of Training Received on Context Relevant Education

Of the total number of teachers in the FGD, 57.1% had received training on how to adapt the education program to the relevant context. In terms of the total number of male teachers and female teachers who received training, 55.6% were male and 59.1% were female.

e. Action Points suggested by KnIDS

- i. During the discussion, the need for vocational training came up. It was suggested by some teachers that this may make it easier for the parents to understand the need for education, as a means of livelihood can be identified.
- ii. There is a felt need for separate training for junior school teachers and senior school teachers.
- iii. In this current pandemic situation, to have more online training for teachers through zoom or other virtual platforms.
- iv. Provide some more computers and mobile phones to the projects for use by the students in areas where there is internet.
- v. Use the internet extensively for studying different subjects, other countries, their geography, art, culture and people. Class teaching has to be made more exciting by enlarging the horizon of the students and exposing them to the world. This process can be initiated in areas where there is stable internet connectivity.
- vi. The students are weak in reading and writing of English. Focus has to be given on reading and writing of English. This is important for students who go for next level of education and continue with their education.

f. Sample Questions with respect to Child Rights Oriented Education

The sample questions with respect to Child Rights Oriented Education that formed the basis of the FGDs with teachers of all the centres were

- i. What do you mean by child-rights oriented education?
- ii. How many of you have received guidance/training on child-rights oriented education?
- iii. In which period you have attended this training? Who was the institution/NGO in charge of the training or guidance?
- iv. How many of your teachers have started to apply a child-rights oriented education during the current school year (2020-2021)?
- v. How many of you are not applying a child-rights oriented education in classroom?
- vi. Which subject of the school curriculum you are currently teaching is child-rights oriented?
- vii. Do you think is important that the school curriculum is child-rights oriented? (Specify the reason)
- viii. Has the public school curriculum with a child-rights oriented lessons been officially approved by the Ministry of Education in your country?

g. Response to questions on Child Rights Oriented Education

The following is the response of the teachers, aggregated over all projects, to the questions on Child Rights Oriented Education. The total number of teachers who attended the FGDs was 49. Of this, 27 were male teachers and 22 were female teachers.

- i. The understanding of the teachers of CROE revolved around right to education, class participation and child protection. While they followed a teaching pedagogy which encouraged class participation and role play models, they were not clear as to how to build in child rights in the various subjects that they taught. Overall, they always emphasize the need for education in class and encourage the students to continue with their education. They understand the right to education, but cannot relate the subjects that they teach with right to education. For example, how does one build in right to education in a class on Mathematics? After some prodding, teachers teaching Environment could relate its teaching to child protection through maintenance and cleanliness of the immediate surroundings. However, it was not clear how child rights can be integrated in teaching of Life Sciences.
- ii. Of the total number of teachers in the FGD, 32.7% have received guidance/training on child-rights oriented education. In terms of the total number of male teachers and female teachers who received training, 37% were male and 27.3% were female.
- iii. The concept of Child Rights is not clear. Some basic understanding has been provided by project coordinators / heads in monthly meetings.

- iv. 38.8% of the total number of teachers of all the projects have started to apply a child-rights oriented education during the current school year. Of this 37% are male teachers and 40.9% are female teachers.
 - v. Accordingly, 61.2% of the total number of teachers of all the projects are not applying child-rights oriented education during the current school year. Of this 63% are male teachers and 59.1% are female teachers.
 - vi. While some teachers pointed out that probably subjects like English, Bengali, Hindi, Environment and History could have elements on Child Rights Oriented Education, overall, there was lack of clarity. It needs to be emphasized that the dedication and commitment of these teachers are beyond compare and they always emphasize the need and importance of education to the students, and more importantly to their parents. It is always an uphill task for them to keep the students engaged, given their economic and social background. In particular, they are very much aware of the need for child protection. However, they cannot formally relate Child Rights Oriented Education to the subjects that they teach. Some teachers responded that they have to complete the prescribed syllabus and there is little time for digressions in matters related to Child Rights Oriented Education.
 - vii. All teachers responded positively and felt that Child Rights Oriented Education would provide these children with dignity, self-respect and a sense of security. When such concepts enter class room teaching, students feel confident about the need for education.
 - viii. Child Rights Oriented Education has not been formally integrated in The National Education Policy (2020).
- h. Extent of Training Received on Child Rights Oriented Education** Of the total number of teachers in the FGD, 32.7% had received guidance/training on child-rights oriented education. In terms of the total number of male teachers and female teachers who received training, 37% were male and 27.3% were female. Some understanding has been provided by Centre Heads in monthly meetings.

i. Action Points on Child Rights Oriented Education as suggested by KnIDS

It is clear from the above numbers and the discussion that training is required for greater clarity on Child Rights Oriented Education. What appeared from the discussion, that there was deep understanding about child security, protection and participation. However, there was lack of formal training, in particular, with mapping of subjects to Child Rights Oriented Education. The numbers with respect to training of teachers and

application are much lower for Child Rights Oriented Education as compared to Context Relevant Education. It can be inferred that training and guidance can lead to improved understanding and application by teachers and a concerted effort is required in this direction.

The action points may be summarized as under:

- i. The different aspects of Child Rights Oriented Education need to be explained in detail to the teachers. This would follow from a detailed discussion on the CRC articles and related aspects thereof.
- ii. The teachers understand the implications and importance of Child Rights Oriented Education. They are unable to relate it to the subjects that they teach. There is a requirement of a mapping exercise.
- iii. Some books and study materials for teachers may be developed / identified, which are beyond the curriculum, which would provide an input to the teachers regarding Child Rights Oriented Education.
- iv. Teachers may be asked to prepare some videos for distribution to the students on text book subject matter, which are directly relevant for Child Rights Oriented Education.
- v. Civics is a subject that can address child rights directly. This may be taught in the education centers run by the projects.
- vi. There is a need to distinguish between Context Relevant Education and Child Rights Oriented Education. Teachers may be sensitized on this.

2. Section B: Focus Group Discussion with Beneficiaries – Actors of Change comprised of Children, Youth and Adults

a. Introduction

The beneficiaries were divided into three categories namely Child, Youth and Adults. Focus Group Discussions (FGDs) are done separately with the three different groups. The objective of these discussions was to assess how far they are sensitized about participation/citizenship, gender equality, sustainable life style and prevention of violence and discrimination and to what extent they have received trainings in this regard. The FGDs were also used to find out the understanding of the three groups on Convention of the Rights of the Child (CRC). CRC is an international human rights treaty designed by the United Nations which sets out the civil, political, economic, social, health and cultural rights of children. The discussions then moved on to their understanding and awareness of the articles of CRC and their ability to relate these articles to their immediate surroundings.

UNCRC has 54 articles and an in-depth study of the articles is an education by itself as they emphasize the various ways in which a child is vulnerable and needs to be protected by family, the local communities and the state. It was heartening to observe the important role of TdH Suisse in spreading this awareness, and the extent of enthusiasm of the participants in carrying this message forward.

The FGDs also linked the discussion on CRC with Sustainable Development Goals (SDGs), and the awareness of the three groups regarding the SDGs. Further, emphasis was given on number of actors/actresses reached in 2020 by trainings, sensitizations related to Culture of Peace, Protection (child rights, protection mechanisms, leadership, life skills, non-violent communication etc.) and those who acquired knowledge and/or skills, disaggregated by category of actors and type of knowledge.

To bring focus to the discussions, some sample questions were put in front of the participants and their views were recorded. These questions, in two parts, are laid out in the next section followed by their response.

b. The Sample Questions

Part I: Convention of the Rights of the Child and Sustainable Development Goals

1. Have you been reached by training/sensitized on participation/citizenship? (Raise hand, count, male female)
2. Have you been reached by training/sensitized on gender equality? (Raise hand, count, male female)

3. Have you been reached by training/sensitized on sustainable life style? (Raise hand, count, male female)
4. Have you been reached by training/sensitized on prevention of violence and discrimination? (Raise hand, count, male female)
5. How many of you are aware of CRC and/or Human Rights (raise hand, count, male female). Can you give an example of each? This has to be recorded by male/female
6. How many of you are aware of the universality principles of Child and Human Rights (raise hand, count, male female). Can you give examples? This has to be recorded by male/female
7. Can you cite at least one of the following CRC's articles: 2/12/19/28/30/31/32/35/36/38; and/or elements from Human Rights Declaration. This has to be recorded by male/female
8. Can you identify situations where Child Rights and/or Human Rights are not respected and/or are respected? (Raise hand, count, male female). Have you experienced such a situation where your rights were not respected? Have you experienced someone else's rights not respected? This should be recorded by male/female
9. Can you propose possible solutions to improve situations where Child Rights / Human Rights are not respected and/or are respected? (Raise hand, count, male female). What are the solutions? This should be recorded by male/female
10. Do you understand the Child Rights / Human Rights implication in term of protection, non-discrimination, education, and participation? (Raise hand, count, male female). Can you give examples of such implications under the four heads? This should be recorded by male/female
11. Could you link your local Child Rights / Human Rights realities and with other contexts and times? (Raise hand, count, male female). Can you give examples? This should be recorded by male/female
12. Do you know what sustainable development is? (Raise hand, count, male female)? Can you link it with your local realities, while articulating social, environmental and economic issues by giving examples? This should be recorded by male/female
13. Can you at least mention one challenge related to the following SDGs: 4 (Education); 5 (Gender equality); 10 (Reduction of inequalities); 12 (Responsible consumption); 13 (Climate change). What do you think could be a challenge to achieve each of the above? This should be recorded by male/female.

Part II: Culture of Peace, Protection, Communication, Leadership

These sample questions were addressed to beneficiaries under the categories of Child and Youth only. Emphasis was given on number of actors/actresses reached by trainings, sensitizations related to Culture of Peace, Protection (child rights, protection mechanisms, leadership, life skills, non-violent communication etc.) and those who acquired knowledge and/or skills, disaggregated by category of actors and type of knowledge.

1. How many of you are aware of the CRC* /Human Rights and/or National Child/Youth Protection Laws ? (Raise hand, count, male female)
2. How many of you are aware of discrimination and gender-based violence issues? (Raise hand, count, male female)
3. How many of you are aware are aware of potential risks of violence in your environments? (Raise hand, count, male female)
4. How many have acquired communication, and/or leadership, and/or conflict resolution skills?
5. How many know the existing resources/know how to react in case of violence? (Raise hand, count, male female)
6. How many feels comfortable to share their knowledge on CR, Human Rights, culture of peace, protection issues with their peers? (Raise hand, count, male female)
7. How many understand the Child and Human Rights implication in term of protection, non-violence and promotion of culture of peace? (Raise hand, count, male female)

c. Response and Data Analysis

Part I: Convention of the Rights of the Child and Sustainable Development Goals

Thirteen questions were discussed with the beneficiaries under three categories namely Child, Youth and Adult. There were Male and Female representatives in all the three categories. The abbreviations used are

Q – Question

MC – Male Child

FC – Female Child

TC – Total Child

MY – Male Youth

FY – Female Youth

TY – Total Youth

MA – Male Adult

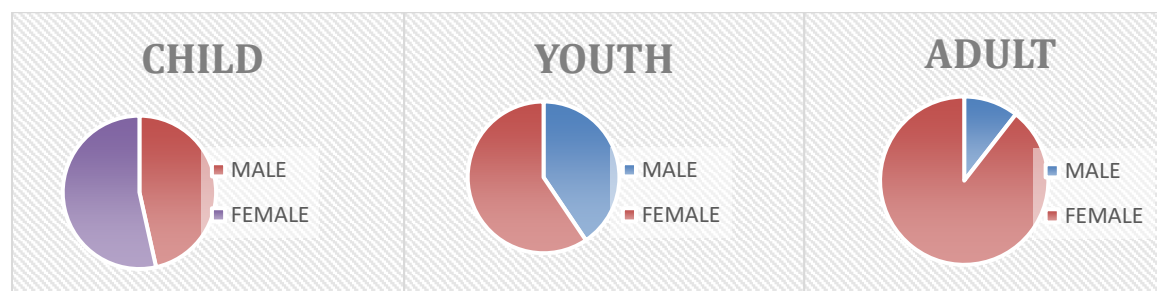
FA – Female Adult

TA – Total Adult

The distribution of the participants in Part I is given in Table 1.

Table 1: Distribution of Participants in Part I

	MALE	FEMALE	TOTAL
CHILD	40	46	86
YOUTH	43	63	106
ADULT	8	68	76
TOTAL	91	177	268



Tables 2, 3 and 4 indicate that while there is good sensitization regarding participation/citizenship and gender equality, awareness with respect to sustainable life style is relatively low. Detailed discussion on awareness regarding universality principles of Child and Human Rights revealed sufficient understanding of the principles. Although, response to question 7 is low for all beneficiaries as they could not remember the article numbers, content of some of the articles was known to some. As the entire emphasis of CRC is child rights, the children in the discussion could not articulate or were hesitant to respond to questions 8 and 9. This was not the case with youth and adults.

Understanding of the Child Rights / Human Rights implication in term of protection, non-discrimination, education, and participation was very high among all the beneficiaries. They understood the importance of each of them and the children and youth could relate these to their future prospects in life. Members of the youth stated that they took up these matters with the local authorities.

The beneficiaries were not aware of the Sustainable Development Goals. However, when asked specifically about challenges related to education, gender equality, reduction of inequalities, responsible consumption, and climate change, they could relate to education, gender equality and climate change. They were not clear about responsible consumption.

Table 2: Percentage Distribution of Question-Wise Response of Children by Category Male/Female

CHILD	%		RESPONSE
	Q	M	
1	58	63	60
2	53	72	63
3	45	70	58
4	40	61	51
5	70	78	74
6	40	37	38
7	40	30	35
8	40	50	45
9	35	43	40
10	55	63	59
11	28	52	41
12	50	67	59
13	23	50	37

Table 3: Table 1: Percentage Distribution of Question-Wise Response of Youth by Category Male/Female

YOUTH	%	RESPONSE	
Q	M	F	T
1	60	48	53
2	70	51	58
3	44	48	46
4	70	56	61
5	47	51	49
6	26	40	34
7	30	32	31
8	58	57	58
9	56	46	50
10	86	70	76
11	35	44	41
12	60	51	55
13	70	63	66

Table 4: Percentage Distribution of Question-Wise Response of Adults by Category Male/Female

ADULT	%		RESPONSE
	Q	M	
1	50	49	49
2	75	59	61
3	38	51	50
4	63	46	47
5	63	44	46
6	17	30	24
7	38	18	20
8	50	51	51
9	75	59	61
10	88	41	46
11	38	26	28
12	13	28	26
13	63	34	37

Figures 1 to 6 indicate that for all categories of beneficiaries, the overall awareness level of female students was much more than male students. The youth category of students was much more proactive and enthusiastic. Many of the youth members have been with the projects for a number of years and they have understood the value of education and the role of these institutions. The adults were mostly female and they have taken on an important role of guiding the children and also their parents.

Figure 1: Student Category-wise Percentage Distribution of Question-Wise Response of Male Participants

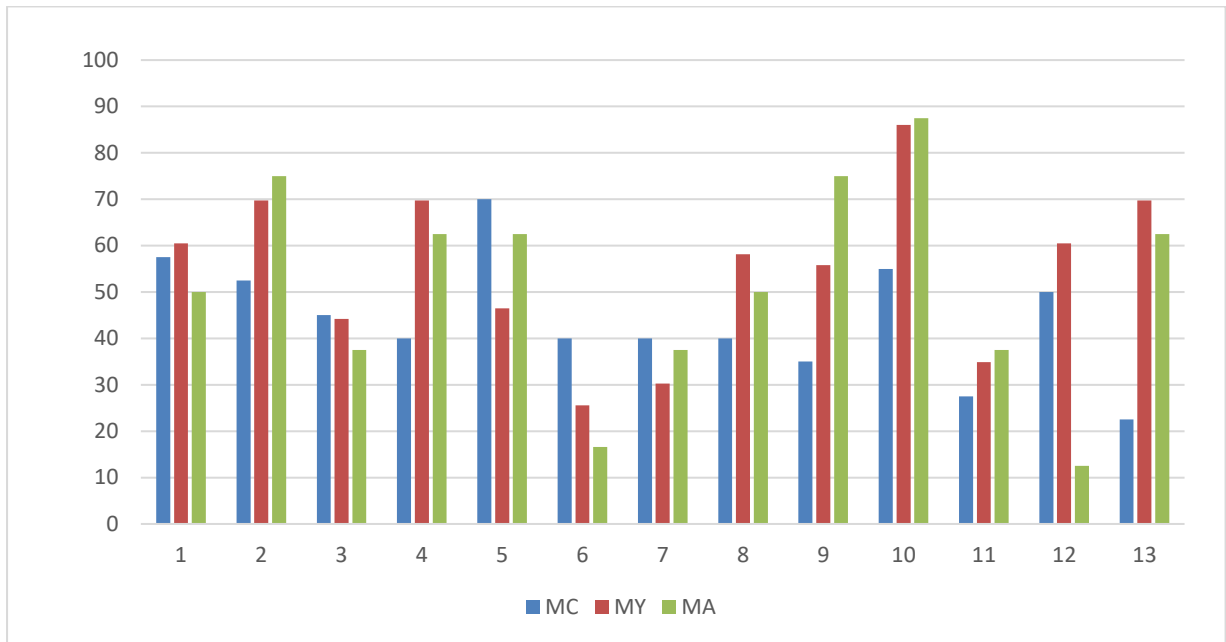


Figure 2: Student Category-wise Percentage Distribution of Question-Wise Response of Female Participants

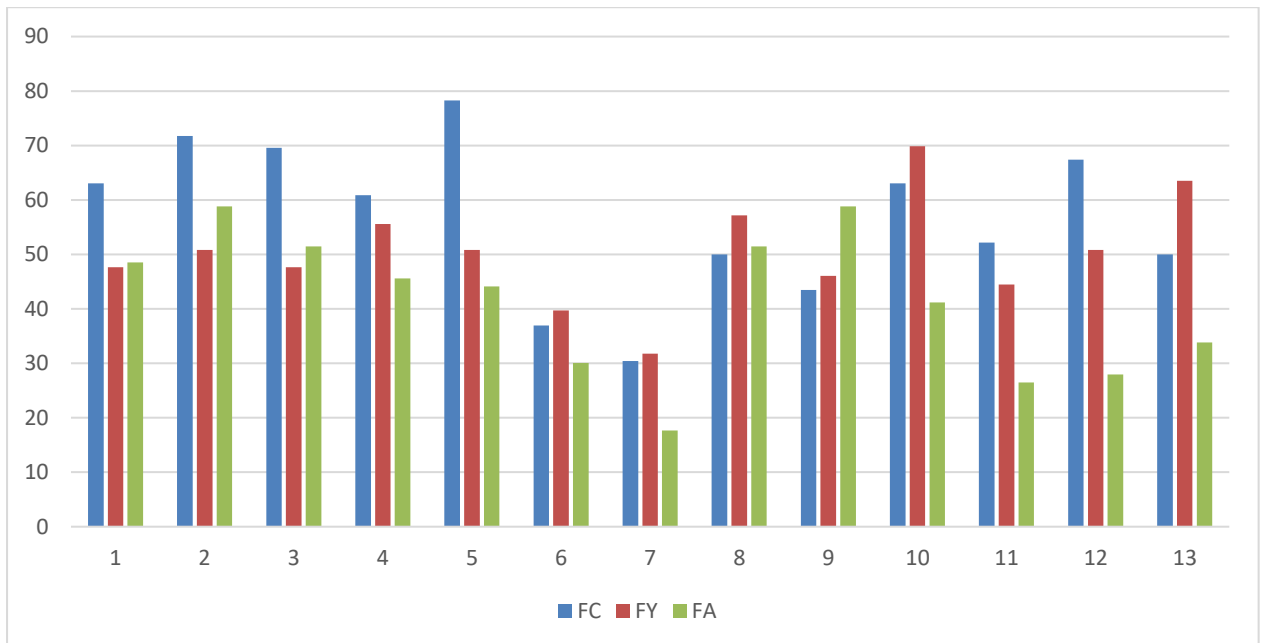


Figure 3: Student Category-wise Percentage Distribution of Question-Wise Response of total participants

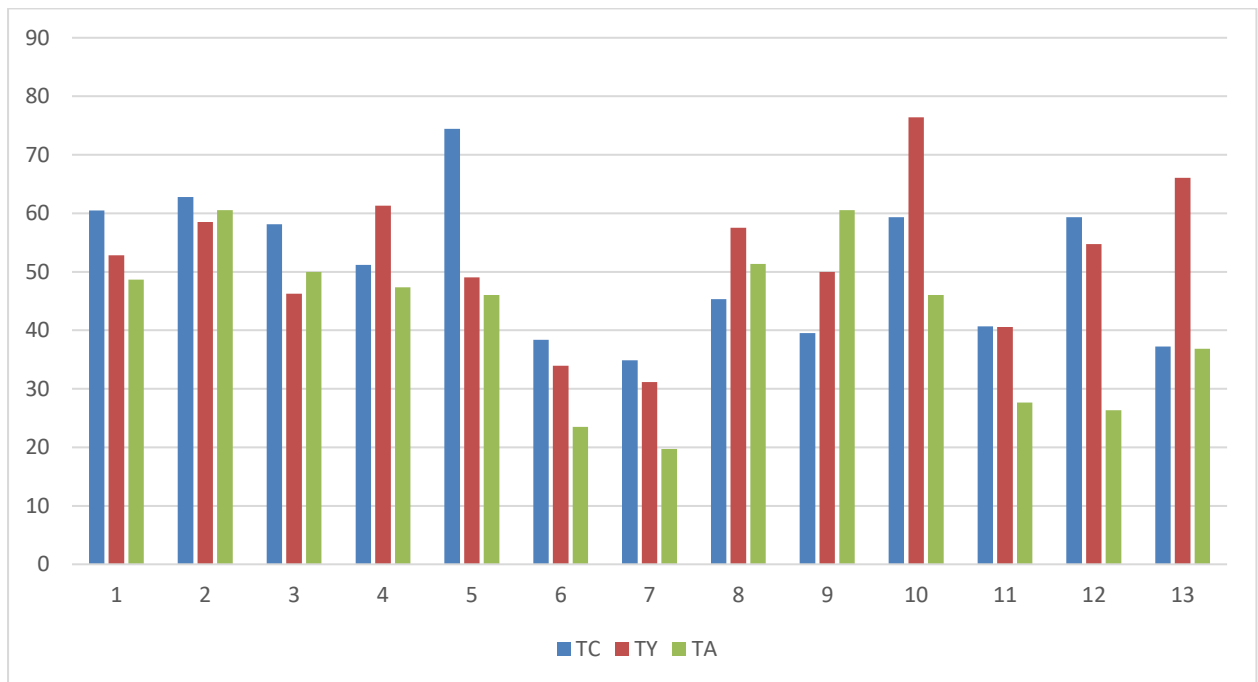


Figure 4: Percentage Distribution of Question-Wise Response of Children by Category Male/Female

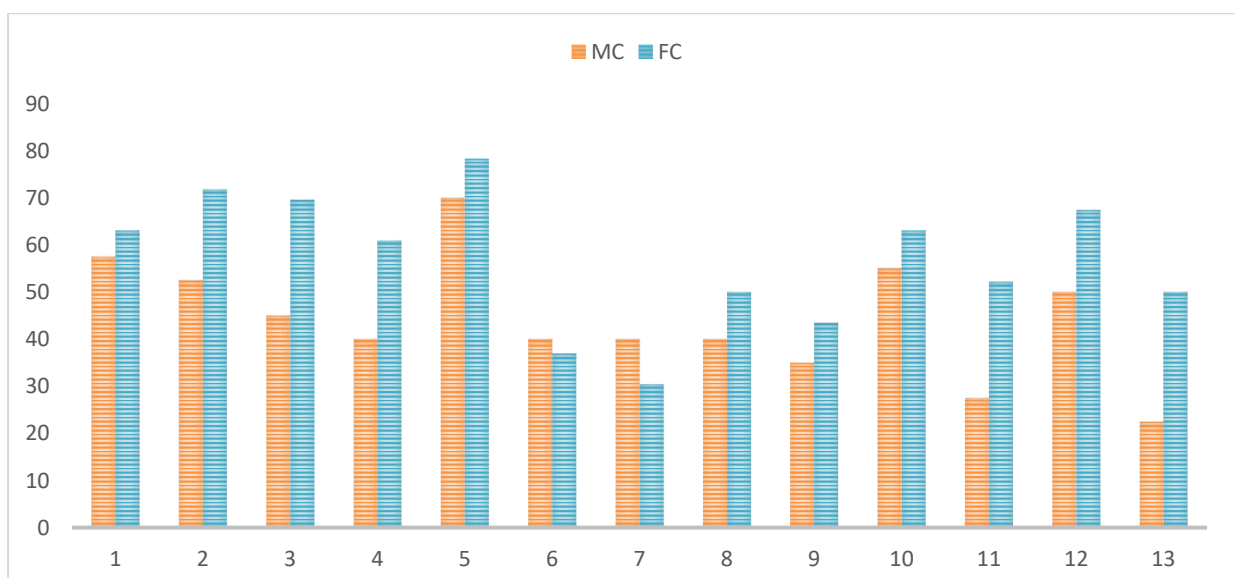


Figure 5: Percentage Distribution of Question-Wise Response of Youth by Category Male/Female

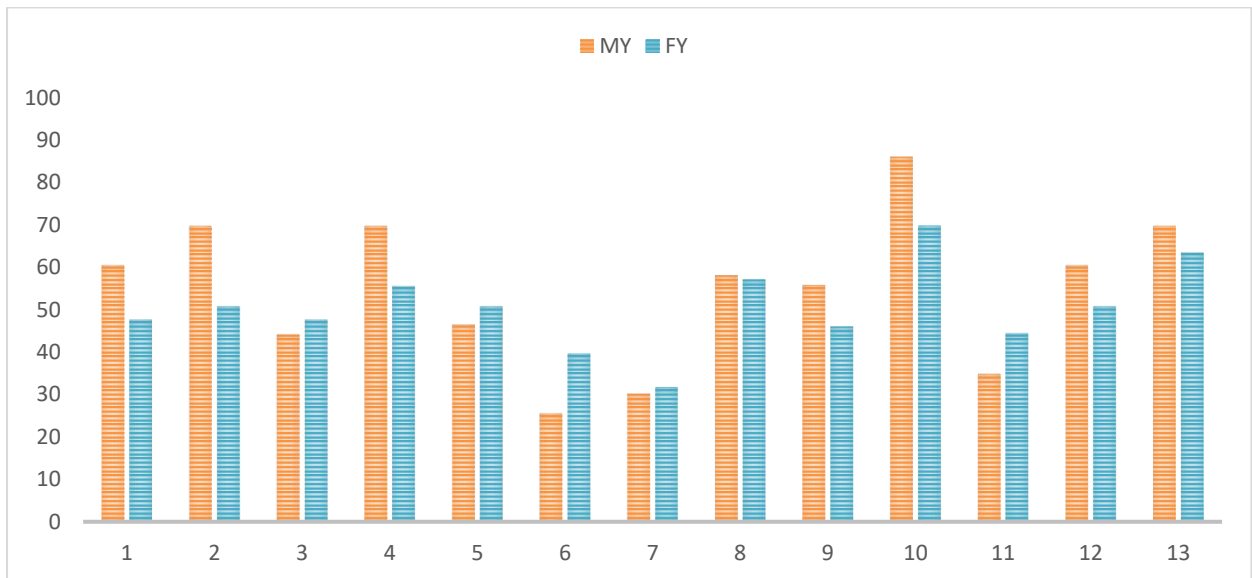
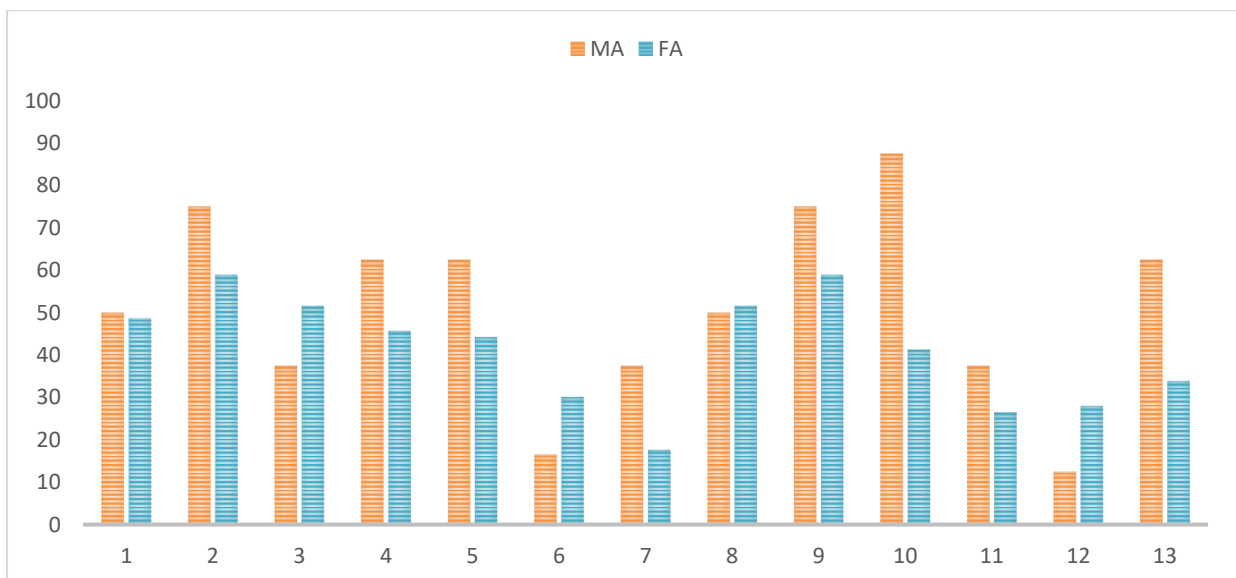


Figure 6: Percentage Distribution of Question-Wise Response of Adults by Category Male/Female



Part II: Culture of Peace, Protection, Communication, Leadership

The total number of participants in this part is 192 comprising of Children (86) and Youth (106). The distribution is given in Table 5.

Table 5: Distribution of Participants in Part II

	MALE	FEMALE	TOTAL
CHILD	40	46	86
YOUTH	43	63	106
TOTAL	83	109	192

Table 6: Percentage Distribution of Question-Wise Response of Children and Youth by Category Male/Female

QUESTION	M	F	T
1	78	72	74
2	76	66	70
3	48	49	48
4	19	25	22
5	42	45	44
6	43	52	48
7	57	66	61

Table 6 indicates that awareness with respect to CRC /Human Rights and/or National Child/Youth Protection Laws and also discrimination and gender-based violence is quite high. However, there is some weakness with respect to communication, leadership and conflict resolution skills. This a reflection of their young age, and will improve as they mature. Many are not willing (feel shy) to share their knowledge on CR, Human Rights, culture of peace and protection issues. Answer to question 5 implies that it is important to inform the beneficiaries about the existing resources/know how to react in case of violence. Within the group there is sufficient understanding of Child and Human Rights implication in term of protection, non-violence and promotion of culture of peace. We have marked in yellow the cells where percentage response was on the lower side.

d. Examples cited by the Beneficiaries

1. The possible solutions proposed to improve situations, where Child Rights / Human Rights are not respected, are Education, Improvement in Community Awareness, Youth Leadership Training, Capacity Building of Youth, Training on Learning to

Speak to Elders, Local Authorities and Schools, Old Age Pension and Women as Panchayat Pradhan.

2. Challenges for attaining Sustainable Development Goals include illegal felling of trees, burning of forests, child labour, caste discrimination, elephant problem leading to destruction of forests, young age marriage, the pattern of thinking of the adults, poverty.
3. With respect to CRC, many participants take parts in rallies and street plays spreading awareness on child marriage prevention. Many of them (youth) claimed to have stopped child marriages of their friends in their respective neighborhoods. Usually they call child help line, village panchayat for help/report of such cases.
4. Regarding child labour, some cited the example of fishermen employing child labour and making payment by fish collected, which is always much less than the standard wages.
5. The beneficiaries believe that if people are educated properly then all other issues will be easier to achieve. They all emphasized that education and gender equality should be areas of focus.
6. Example of need for child protection was emphasized as there are instances of children in the village being beaten up at home and not being sent to school.
7. The beneficiaries are aware of sustainable development and environment protection as they often take part in cleaning the village, cleaning the ponds, collecting plastic waste, making ropes and flowers using plastics. Seed collection and planting of trees take place every year in the month of June.
8. Children pointed out tree felling is an ongoing crisis in their village (located near Dumduma forest)
9. Mostly the youth and adults are aware that problems pertaining to child rights and human rights are due to lack of awareness and sensitization. They pointed out how some men (while intoxicated) in the household would beat up other members (especially wife and the children). They even pointed out that such violence has gone down over the years, however, due to lockdown these incidents have again reappeared.
10. Some children, youth and adults are aware how a girl child doesn't get priority when it comes to education. They are aware of gender discrimination. An example was given where boys/men would board the bus in the mornings first, and then girls/women could board the bus.
11. Adults stated that parents still had their way and married off their young daughter due to poverty.

12. Adults pointed out that parents marry off their daughters, young, in fear of their daughter eloping with someone they disapprove of.
13. The youth and adults considered lack of awareness among parents being a big problem.
14. They beneficiaries are aware of environmental issues and could relate it to and sustainable development.
15. Some children pointed out air pollution and water pollution as a chief cause of climate change. One child also explained how ozone layer of the atmosphere is getting depleted.
16. There was evidence of girls getting beaten up in the household more, and not being sent to school
17. Some have observed that boys are given better food to eat, than girls.
18. Adults are aware of female feticides.
19. Youth and adults are sensitized that dowry is a social evil.
20. The beneficiaries felt that there was lack of awareness and sensitization among their own parents.
21. They shared many anecdotal incidents where children were not being sent to schools, and instead made to do some odd works in farmlands or in local shops
22. There was discrimination based on caste.
23. The children talked about renewable energy and solar panels.

e. Action Points Suggested by KnIDS

CRC lays out the fundamental requirements for survival and growth of a child. Reading of the various articles of CRC provides an understanding of how vulnerable a child can be and how society needs to come forward to make sure that children all over the world are safe and can discover and achieve their full potential as they grow. Given the findings of the base line study for 2021-24, the following are some of the suggestions to go forward.

- i. Beneficiaries need to be explained the meaning and implication of each of the articles of CRC. They will then appreciate the thought process behind the articles.
- ii. Given that the beneficiaries are sensitized on gender equality and prevention of violence, training sessions should focus on participation/citizenship, sustainable life style and discrimination.
- iii. They require further explanation on universality principles of Child and Human Rights.

iv. A separate training session should be planned on Sustainable Development Goals and how they relate to CRC.

v. The beneficiaries should be given examples of refugees of war and the state of their children growing up in survival shelters (example Syrian refugees). These would clear up the concept of citizenship and make them appreciate the articles of CRC and the importance of their implementation.

vi. In order to broaden their perspective, children and youth should be taught specific instances/examples of Geography and History to understand the current context better. Given the reach of the internet, they may be shown videos of various events in this world and also the opportunities that are present.
