



MAY 1, 2015

ENDLINE SURVEY REPORT 2015
PHYSICAL EDUCATION AND SPORTS FOR DEVELOPMENT PROGRAM



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INTRODUCTION

The Government of Mizoram's Sarva Siksha Abhiyaan (SSA) and Magic Bus India Foundation (MB) entered into an agreement in November 2013 to implement Magic Bus' Physical Education (PE) and Sports for Development (S4D) program in classes V to VIII in 50 schools of Aizawl district. In order to make the program relevant to the situation of children in Aizawl specifically, a baseline survey was conducted in Aizawl before the start of the program to assess the current level of knowledge, attitude and perception around the domain areas that form the main components of the program.

An Endline Survey was conducted with the same questionnaire in order to assess impact the program has had on school children in Aizawl. This report presents the findings from the endline survey and highlights the key changes in comparison to the baseline survey. Findings of the endline survey have been presented and analysed in the Findings and Analysis section of the report.

Overview of the Program in Aizawl

The program for the children in Aizawl district was carefully designed based on the learning from a situational assessment done through several on-site scoping visits, interactions with various stakeholders (headmasters, teachers, children, etc.), mapping of schools and the findings of the baseline survey, while keeping in mind NCERT's Physical Education Guidelines and the need to develop children's physical and socio emotional health for their overall development as stated by the National Curricular Framework. The two main components were

- i. **Physical Education (PE):** Under this component, children are evaluated on four parameters namely, Speed, Strength, Agility and Flexibility before the start of the program, as well as at the end of the year to assess children's improvement within the program.
- ii. **Sports for Development (S4D):** Under this component, children are imparted important messages related to various domains of development through sport and activities. The domains covered in this component include Health, Gender and Socio-Emotional Learning.

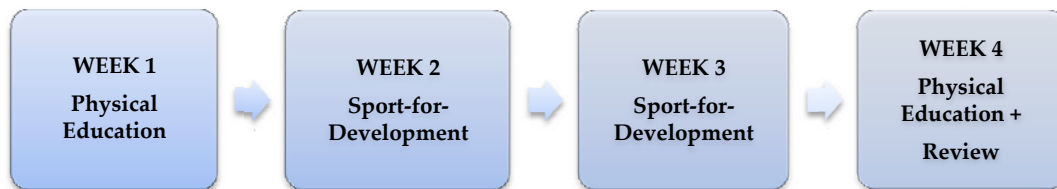
The regular Magic Bus sport-for-development session in the community, which is of two hours a week, was adapted to incorporate the structure of PE classes in Mizoram. As the middle schools (V to VIII) in Mizoram have one two-hour Physical Education class across standards, Magic Bus used this time for implementing the program, thus effectively ensuring each class got 30 minutes of playing time per week. During this time each class



went through games or activities which were designed to impart learning and improve skills, attitude and behaviour.

Year 1 of the programme was largely about impacting the confidence, teamwork and attitudes of the children to education, health, play and gender. In the seven months during which the programme was conducted, the focus of the sessions was on education, gender and socio-emotional learning. The survey therefore included only sessions in these domains. It is anticipated that the end of year findings for 2015-16 will show improved outcomes in all domains since the content of the curriculum will be more in-depth for children in Year 2 of the programme.

The broad structure designed by Magic Bus for the sport-for- development physical education program in Mizoram was:



Training of Teachers: The entire program was implemented through teachers who were trained in the sports for development methodology so as to be able to conduct sessions with children.

One teacher from each of the 50 schools selected for the intervention were trained on how to use the Magic Bus Sports for Development programme. There were two trainings done in the intervention period – a basic training for 5 days in May 2014 at the beginning of the intervention, and a refresher for 3 days in October.

The Magic Bus programme staff based in Mizoram conducted regular monitoring visits, and ensured that sessions were conducted as per the plan. Out of the planned 9 months of curriculum, 8 months of sessions were delivered before data was collected for the endline assessment.



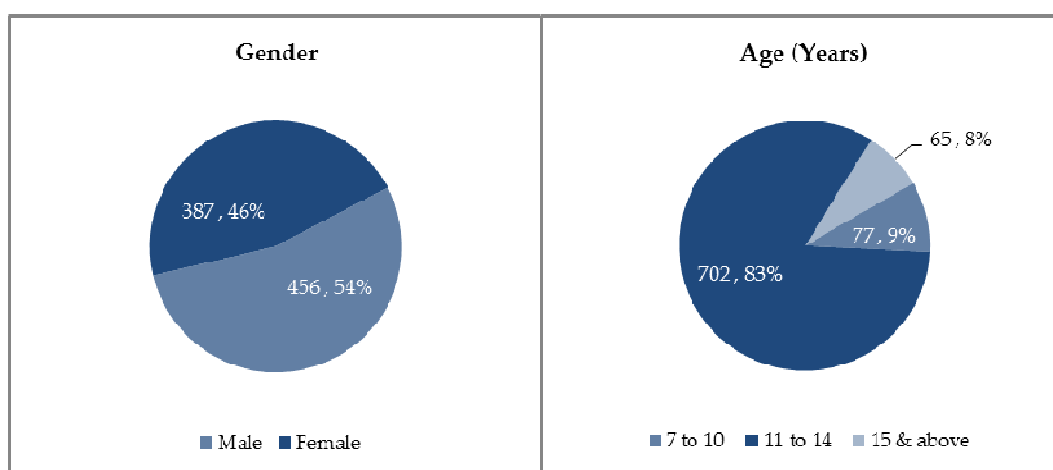
FINDINGS AND ANALYSIS

This section of the report presents the findings and analysis of the Endline Survey conducted with school children in Aizawl categorized under various domains. The key changes with respect to the Baseline Survey have also been highlighted.

DEMOGRAPHICS

A total of 845 school children were part of the respondent group for this endline survey in Aizawl. Out of the 845 children surveyed, 387 (46%) were females and 456 (54%) were males. Children of all age groups were interviewed, with 77 (9%) children within 7 to 10 years of age, 702 (83%) children within 11 to 14 years of age and 65 (8%) of them in the age-group of 15 years and above.

Of all the 845 children surveyed, 810 (96%) of them were Christians and the remaining were Muslims.



EDUCATION

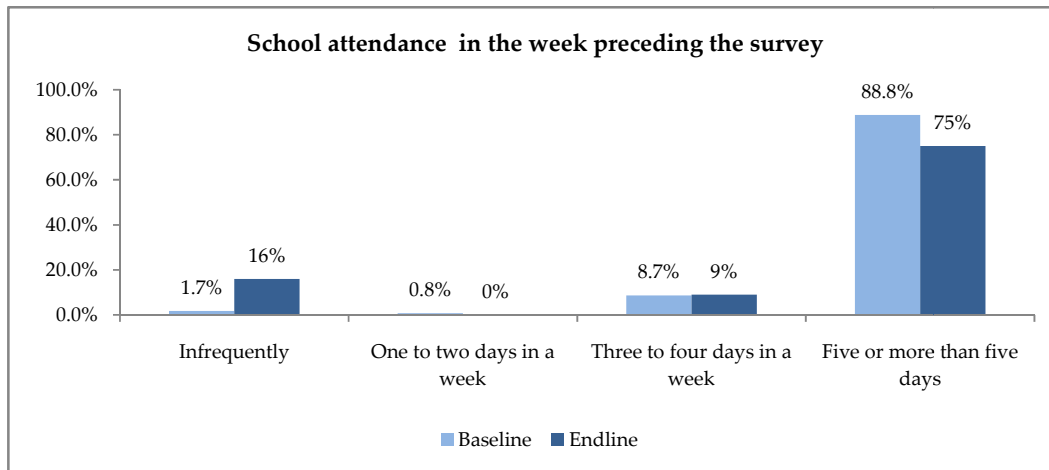
School Attendance

All the 845 children surveyed have attended school and are currently attending school.

According to the endline survey, around 75% of children were attending school for five or more days in a week. Around 16% of the children were attending either infrequently or one / two days a week. School attendance among the children in Aizawl has reduced in comparison to the baseline survey, with 13% less children attending school for 5 or more days and 15% more children now attending school infrequently.



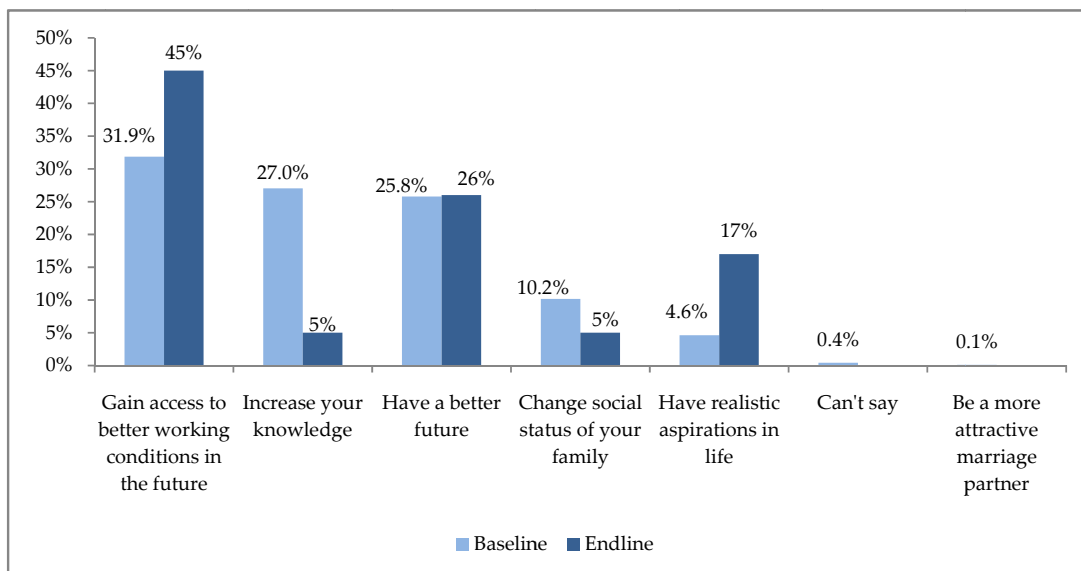
This may have been influenced by the timing of the baseline and endline, since during the endline data collection, school was winding up before the exam break. Onsite attendance on the day of the survey taken in two schools showed that the children’s reporting is accurate – in one school attendance was 89% and in the other school attendance was 87%.



While all children during the baseline survey responded as willing to continue education at least up to graduation, all of the surveyed children during the endline survey were **willing to continue education up to graduation or above. This marks an improvement in the willingness to study further among the children in Aizawl.**

Benefits of Education and Right to Education (RTE)

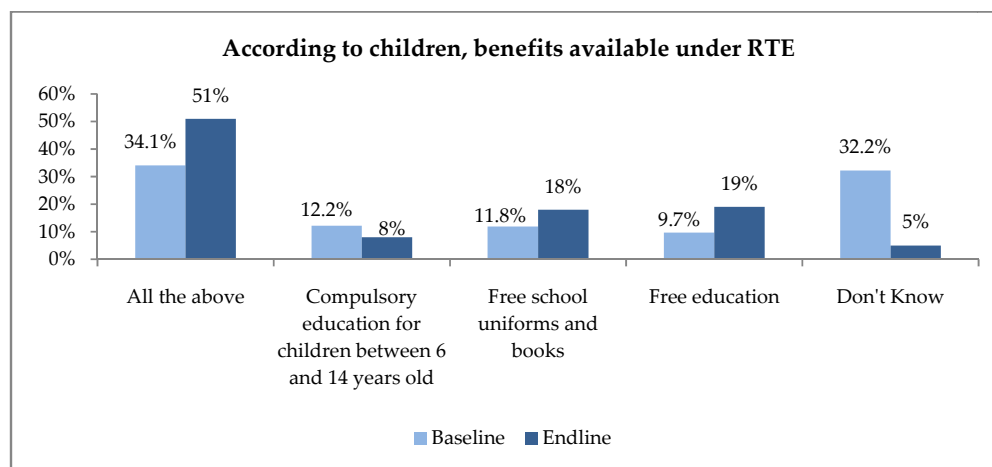
Gaining access to better working conditions was the most cited (by 45% children) benefit of attending secondary school during the endline survey. This response is consistent across



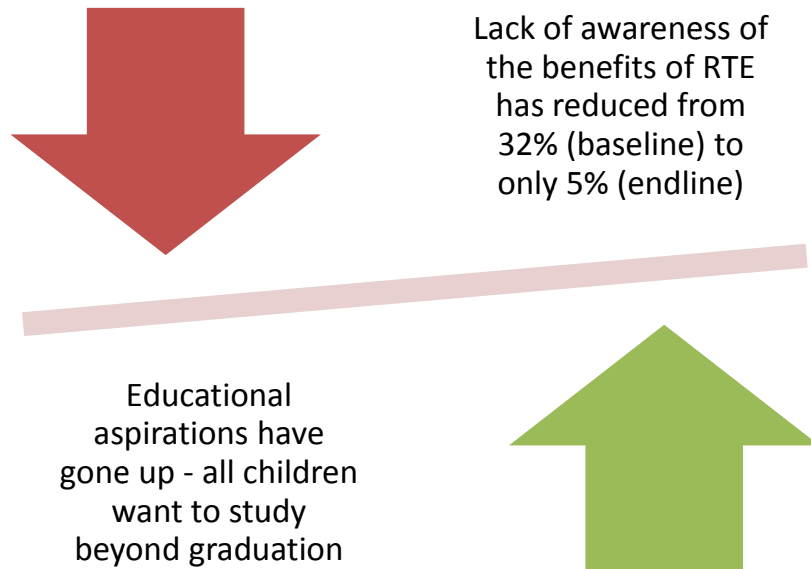


gender. Having a better future and having realistic aspirations in life were cited as the second (26%) and third (17%) biggest benefit of attending secondary school. A higher proportion (48%) of 11-14 year old children cited this benefit in comparison to other age-groups. While access to better working conditions and having a better future are equally important benefits for children in the age-group of 15 years and above, 36% of 7-10 year old children feel having a better future is a bigger benefit than gaining access to better working conditions (28%).

As compared to the baseline survey, **14% more children feel secondary schooling can give them access to better working conditions in future.** However, the proportion of children who feel secondary schooling benefits by increasing their knowledge has decreased significantly, with only **5% of them feeling so as compared to the 27% during the baseline survey.** Around **12% more children, as compared to the baseline survey, acknowledge the benefit of secondary schooling as helping them set realistic aspirations in life.**

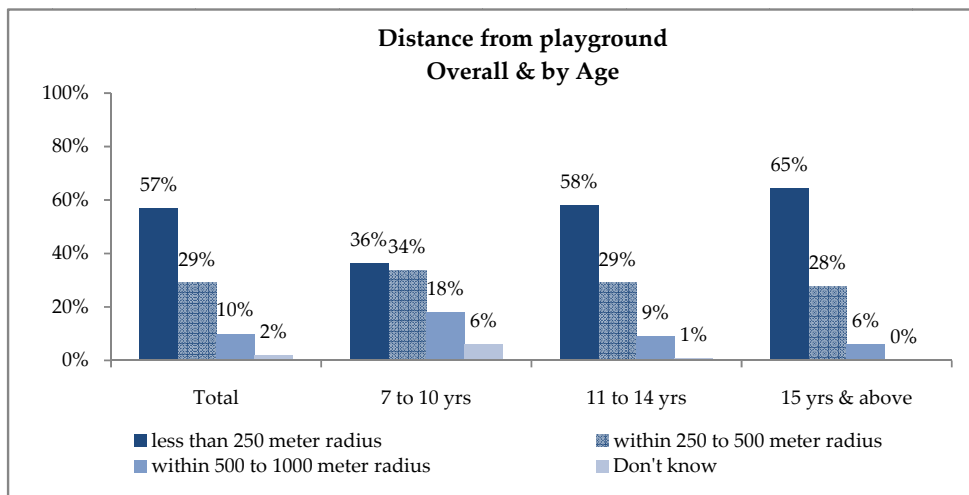


Half of all the children surveyed were aware of all the benefits available under RTE. **Awareness about benefits available under RTE has drastically increased, with only 5% being unaware as compared to 32% children who were unaware during the baseline survey.** There was no significant difference in the responses across gender. Only 3% of children aged 7-10 years cited compulsory and free education as compared to 8% of 11 years old children and 15% of those 15 years and above.



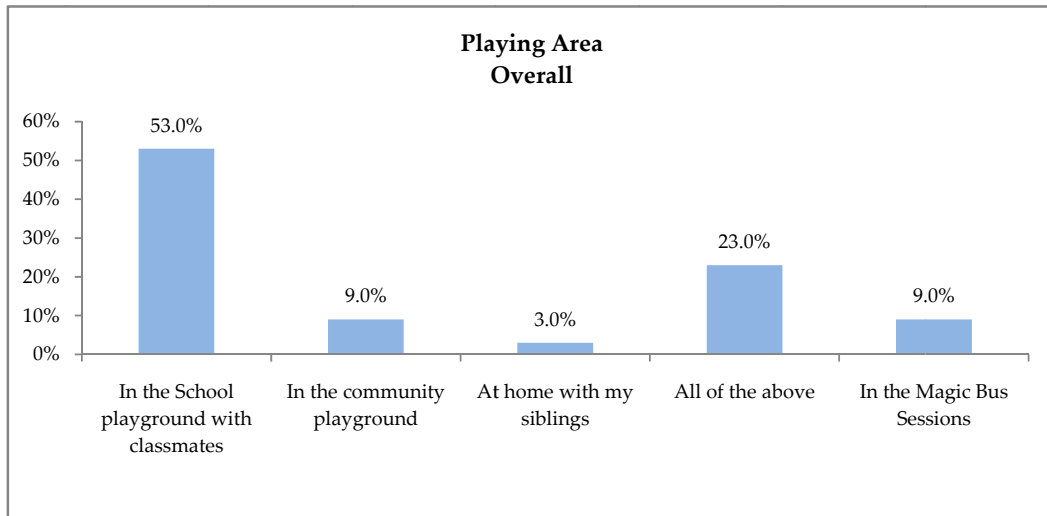
RIGHT TO PLAY

Around 57% of all children travel less than 250 meters to their play areas. About 52% of children in the age-group of 7 to 10 years travel more than 250 meters to their play areas as compared to only 38% and 34% of children in the older age-groups. There was no significant difference in the responses across gender.





The children were also asked where they play regularly. More than half of the children (53%) play in their school playground with their classmates, with only around 9% of them playing in their community playground and 3% playing at home with their siblings. Around 9% of children responded as playing only in the Magic Bus sessions.

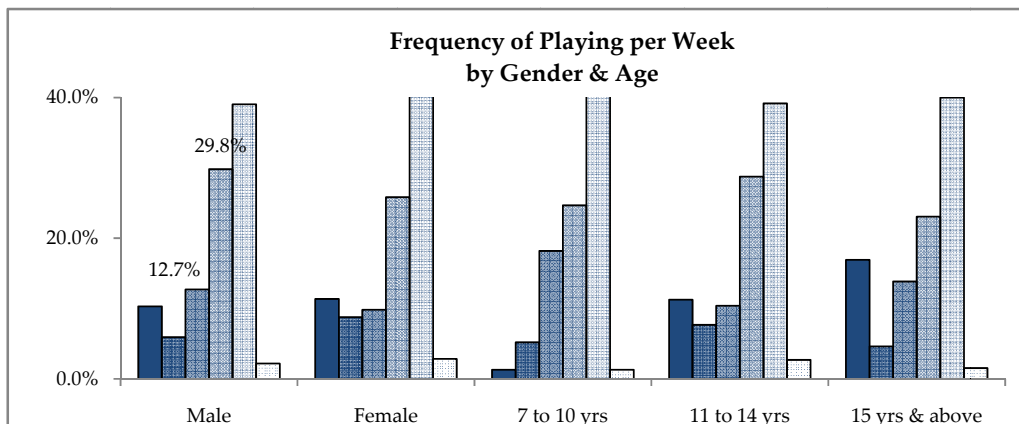


Attendance in Magic Bus sessions

Around 80% children surveyed agreed to have attended at least one Magic Bus Session in the month preceding the survey. A higher proportion (31%) of 7-10 year old children attended four Magic Bus sessions as compared to other age-groups. There is no significant difference in the attendance across gender.

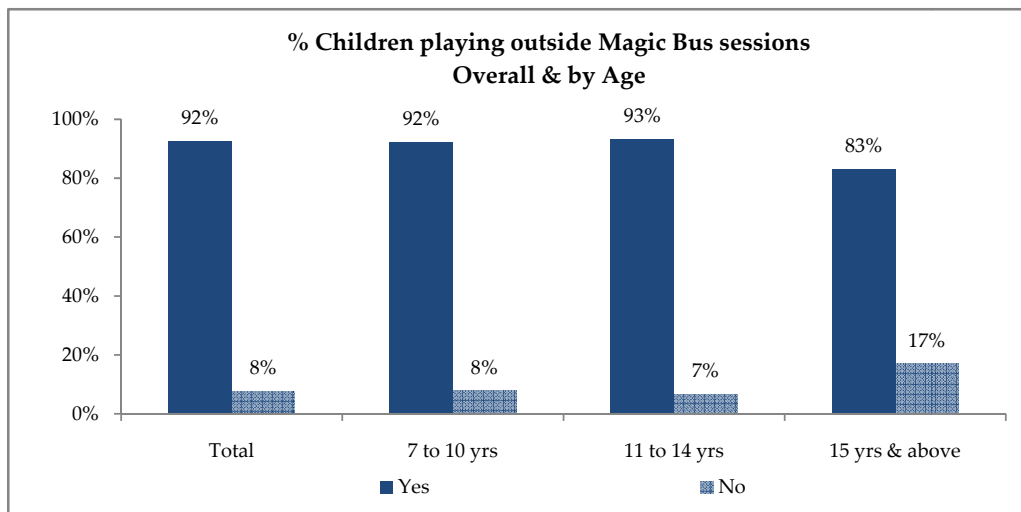
Frequency of Play

Around 28% of all children surveyed play every day, with the incidence being similar across gender and age groups. As compared to the baseline survey, fewer children now





play every day but a **significantly higher number of children (40%) now play irregularly**. The incidence of playing every day is the lowest among children above 15 years of age (23%). Around 11% of all children also cited their frequency of playing as only once a week. **As high as 40% children said that they play irregularly or whenever they get time**. As compared to boys, **the incidence of playing every day is slightly lower among girls**.





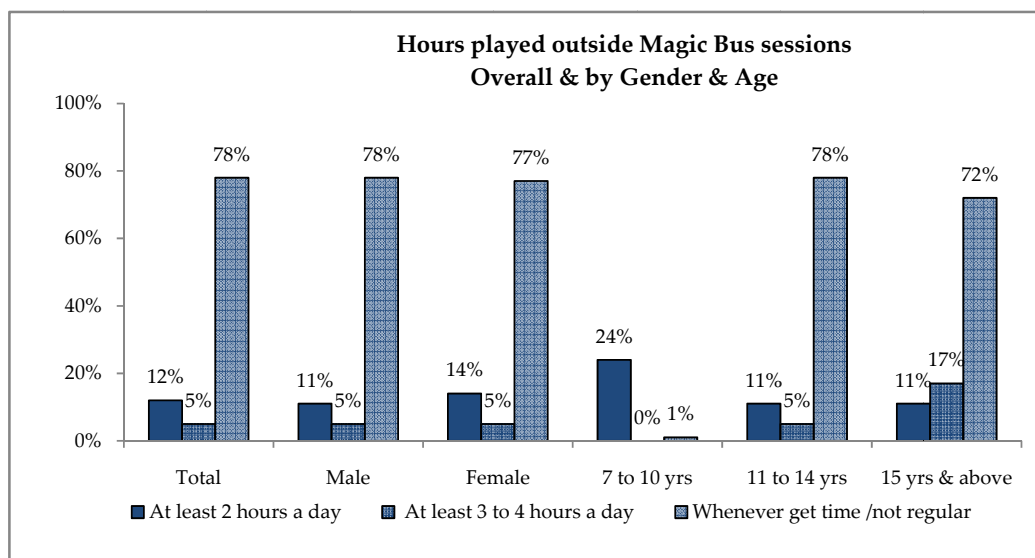
Most children (92%) responded as playing outside the Magic Bus sessions. However, a higher number of children above 15 years of age (17%) do not play outside the Magic Bus sessions when compared to younger children.

A large number of children, as high as around 78% of them play outside the Magic Bus sessions only when they get time. This is consistent across gender and age. Only 12% of children play at least 2 hours every day outside the Magic Bus sessions.

SOCIO -EMOTIONAL LEARNING

Life-skills sessions within the Magic Bus Sports for Development program worked at developing children’s social and emotional learning in order to enable them to cope with life’s challenges and improve their performance. Some of the key changes have been highlighted below.

Of all the children surveyed in Aizawl, around 73% of them responded as being able to identify their personal strengths and 71% of them could identify their own weaknesses. **This marks a 12% and 14% increase respectively as compared to the baseline survey.** It is interesting to note that while a higher number of boys than girls were able to identify their own strengths, the opposite was true when it came to identifying personal weaknesses. In both cases, the maximum improvement (25%) can be seen in the case of children above 15 years as compared to the baseline survey.





Though small, there is a negative change in the proportion of children willing to take on challenges, those showing focus in their task, and those trying hard until they succeed, as compared to the baseline survey. The negative change is highest in case of the youngest age group of 7-10 years. Girls fair slightly poorer than boys in this regard.

As compared to the baseline survey, a slightly higher number of children now agree to show commitment by regularly turning up at activities. However, proportion of children showing self-control has decreased by 3%, with maximum negative change observed in the youngest age group.

On the positive side, children's confidence in talking to people in different situations has **increased by around 6%**. More improvement **can be observed in girls (7%)** when compared to boys (5%) and the overall improvement. Children above 15 years of age also show more improvement (7%) when compared to other age groups and the overall improvement.

School children in Aizawl now appear much empowered in being able to set long term and short term plans, **with 10% more children being able to do so as compared to the baseline survey**. Children above 15 years display exceptional improvement (29%) in being able to set long term plans.

Being able to assess whether their goals are realistic continues to be a weakness among children in Aizawl, with more children not being able to do so as compared to the baseline survey. This is resonated across gender and different age groups.

Even with a significantly high baseline, **an 8% improvement can be seen in the percentage of children who feel that they have the power to change their lives (83%)**. Girls show a higher improvement when compared to boys.



Children are more confident talking to people in different situations - **7% increase** from the baseline

Children feel they have the power to change their lives - **8% increase** from the baseline

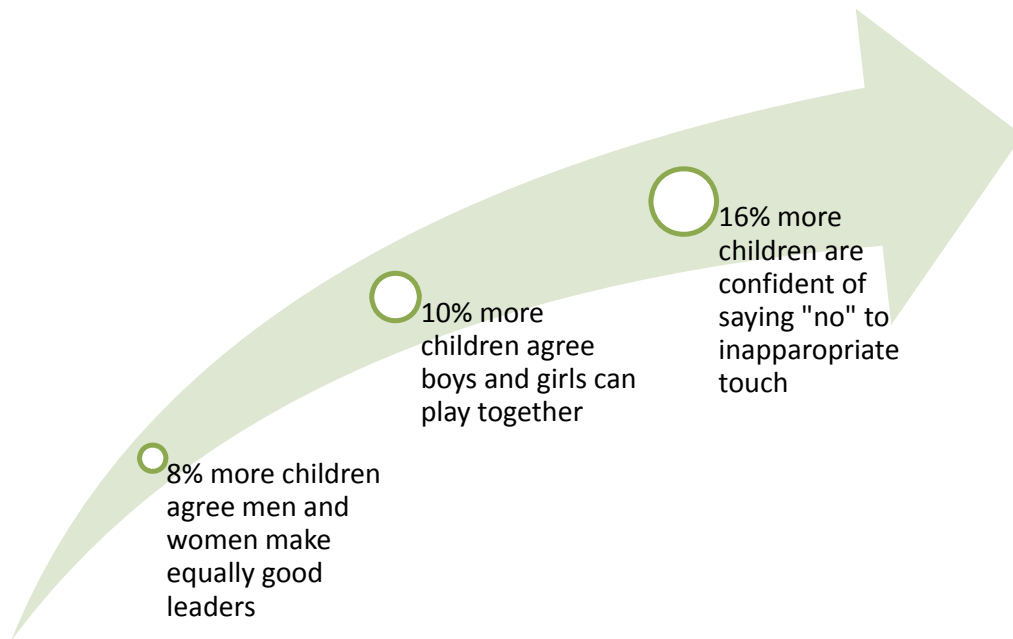
Children are confident setting short and long term plans - **10% increase** from the baseline

SOCIAL AND EMOTIONAL LEARNING	Endline						Change from Baseline					
	Total	Gender		Age (years)			Total	Gender		Age (years)		
		Male	Female	7 to 10	11 to 14	15 & above		Male	Female	7 to 10	11 to 14	15 & above
Do you think you can identify your own strengths?	73%	72%	75%	67%	74%	72%	12%	9%	16%	6%	12%	25%
Do you think you can identify your own weakness?	71%	74%	68%	60%	71%	78%	14%	19%	8%	-2%	14%	25%
Do you think you can focus well on whatever you do?	64%	68%	59%	52%	65%	62%	-3%	2%	-9%	-3%	-4%	4%
Do you enjoy taking on challenges?	79%	80%	78%	81%	78%	88%	-3%	-3%	-3%	-10%	-2%	4%
Do you stick at things and try hard until you succeed?	72%	71%	73%	71%	72%	71%	-8%	-9%	-7%	-16%	-7%	-15%
Do you show commitment by turning up regularly to activities?	77%	78%	76%	84%	77%	85%	2%	7%	-2%	12%	3%	1%
Do you show self-control?	77%	77%	78%	76%	77%	78%	-3%	-5%	1%	-10%	-1%	-11%
Do you think you can easily talk with people at different situation?	63%	61%	66%	59%	63%	74%	6%	5%	7%	3%	6%	7%
Do you think you can decide on realistic short term plans?	49%	50%	47%	47%	47%	65%	10%	9%	11%	6%	11%	1%
Do you think you can decide on realistic long term plans?	51%	51%	51%	47%	49%	71%	11%	11%	10%	11%	8%	29%
Do you think you can judge whether your goals are realistic or not?	54%	55%	54%	36%	55%	60%	-3%	-3%	-1%	-9%	-2%	-7%
Do you believe you have the power to change your own life?	83%	84%	83%	79%	83%	83%	8%	6%	11%	-5%	9%	9%

PERCEPTION & ATTITUDE TOWARDS GENDER EQUALITY

The Sports for Development program encourages children to develop an inclusive mind set with no bias towards case, religion, disability and gender. The key changes in children's perception and attitude towards gender equality as compared to the baseline survey have been highlighted below.

PERCEPTION & ATTITUDE TOWARDS GENDER EQUALITY	Endline						Change					
	Total	Gender		Age (Years)			Total	Gender		Age (Years)		
		Male	Female	07 to 10	11 to 14	15 & above		Male	Female	7 to 10	11 to 14	15 & above
Do you think every child (irrespective of age and gender) should get the opportunity to play?	92%	92%	93%	91%	92%	91%	-2%	-3%	0%	-3%	-1%	-7%
Do you think girls are good enough to play with boys?	67%	66%	70%	66%	67%	74%	0%	1%	0%	-5%	-1%	9%
Do you think adolescent girls should not play together with the boys? (NO)	48%	47%	51%	64%	46%	60%	10%	8%	15%	36%	5%	27%
Do you think sport is important for girls?	93%	92%	95%	96%	93%	92%	1%	0%	3%	11%	-1%	5%
Do you think men are better sports coaches than women? (NO)	20%	20%	21%	21%	20%	28%	-47%	-51%	-41%	-40%	-48%	-34%
Do you think men and women both make equally good leaders?	92%	92%	93%	87%	93%	94%	8%	10%	7%	6%	8%	7%
Do you think with equal opportunities girls can do as well as boys?	90%	90%	89%	86%	90%	91%	9%	10%	6%	7%	7%	4%
Do you think both boys and girls must go to school?	99%	99%	98%	99%	99%	100%	3%	4%	1%	1%	3%	11%
Do you think Girls should also go for higher education?	90%	90%	91%	97%	89%	97%	-2%	0%	-4%	10%	-5%	10%
Do you think eating right and exercising results in a healthy body?	91%	89%	93%	96%	90%	91%	-4%	-6%	-1%	1%	-5%	-2%
Do you think eating junk food contribute to healthy body?	13%	13%	14%	17%	13%	11%	-8%	-6%	-9%	-4%	-8%	7%
Do you think girls require less nutritious food compared to boys?	20%	20%	19%	22%	19%	22%	-7%	-9%	-5%	-3%	-6%	-13%
Would you be able to say no if somebody tried to touch you in a way you don't like	94%	94%	93%	91%	94%	94%	16%	16%	15%	11%	17%	12%
Would you ask for help if somebody did not behave appropriately with you?	95%	95%	94%	93%	95%	91%	5%	6%	3%	7%	5%	-5%
Do you think its ok to touch one's body without his/her will/consent?	18%	20%	16%	14%	19%	15%	4%	7%	0%	0%	4%	6%



Right to Play and Sports

Around 92% of all children feel that irrespective of age and gender, all children have the right to play. This shows an overall decrease with respect to the baseline survey. The decrease is the highest among children who are 15 years and above.

There is no overall change in the proportion of children who feel that girls are good enough to play with boys. While this bias seems to have improved among children above 15 years of age, it has further deteriorated among younger children.

A significant improvement (10%) can be seen in proportion of children who feel that adolescent girls can play together with boys. This improvement is highest in case of the youngest and oldest age groups.

All children, close to 93% of them, unanimously agree that sports are important for both boys and girls, which is similar to the observation made during the baseline survey. However, a marked **11% improvement can be seen among age group of 7 to 10 year old children in this regard.**



It is unfortunate to note that as high as 80% children feel that men are better sports coaches than women, i.e. **close 50% more children now feel so as compared to the baseline survey.** This remains same across gender and age groups.

Leadership

There is some improvement in gender equality when looking at the change in the proportion of children who feel that men and women make equally good leaders, **with 8% more children now feeling so.** Also, **around 9% more children now feel that given equal opportunities, girls could do as well as boys.** This is resonated across gender and age groups.

Nutrition

The awareness about the need for healthy food and exercising to maintain a healthy body is high among all children, with close to 91% of children across gender and age-groups responding in the assertive. However, this marks **a 4% decline from the baseline survey.**

Awareness about the ill effects of junk food has improved as compared to the baseline survey, with 8% more children being aware now. However, a significant 20% of children also feel that junk food contributes to a healthy body. Similar to the baseline survey, older children continue to be unaware/ignore the ill effects of junk food.

A higher number of children now feel that nutrition should not be different for boys and girls. This can be seen from the fact that now lesser (7%) proportion of children responded in the assertive when asked whether girls require less nutritious food than boys/

Behaviour in unsafe situations

There is a positive change in children's behaviour in unsafe situations, As compared to the baseline survey, **16% more children agreed to being able to say no if touched inappropriately.** This positive change is the highest among boys and children in age group of 11 to 14 years.

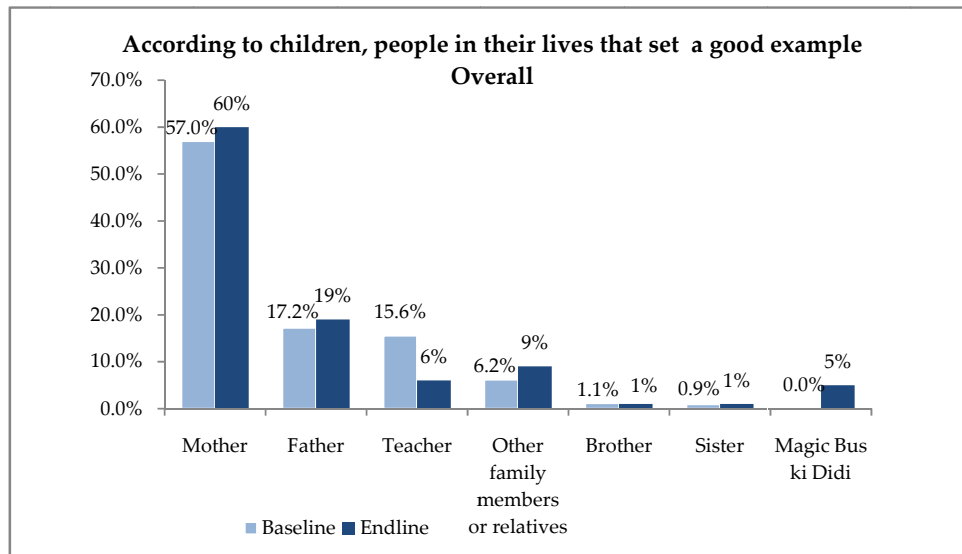
Also, **5% more children said that they would ask for help in unsafe situations.**

Though considerably low in absolute proportion, a slightly higher (4% more) proportion of children responded in the assertive when asked if it was ok to touch one's body without her/his consent when compared to the baseline survey. **This deterioration is the highest among boys and children who are 15 years and above.**

Children's Role Models



Around 60% children (3% more than baseline) consider their mothers to set good examples in their life, with fathers and other family members/relatives being the next most important people who set good examples. The proportion of children who look up to their teachers for good examples has considerably **decreased from 16% during the baseline to 6% during the endline survey**. Girls look up to their mothers relatively more than boys, with 63% of them citing mothers as those setting good examples in their life as compared to 57% of boys. **Around 5% children now look up to their Magic Bus mentors.**





PHYSICAL FITNESS

The physical education component of the programme evaluated children on four parameters namely, Speed, Strength, Agility and Flexibility before the start of the program (Pre-Test), as well as at the end of the year (Post-test) to assess children's improvement within the program.

Methodology of the test

Tests on speed, agility, leg strength and flexibility were conducted by trained teachers before and after the intervention, to assess the physical fitness levels of the children. This was done in May 2014 and Jan-Feb 2015 respectively. The tests were conducted in the scheduled PE classes of the children. Magic Bus programme staff visited the schools during the pre-test and helped the teachers administer the tests. A similar approach was adopted for the post-test as well. The duration of the tests was 2 hours, and the tests were completed in 1-2 weeks of commencement in each school.

For the speed test, the children were asked to run in a circle within the school compound. If the school was a large-sized school, they were made to run up and down the ground. Speed was measured in seconds.

To test agility, teachers drew a 'T' shape on the ground, and the children were made to run through the shape. The number of seconds taken to complete the T was measured.



Strength was tested by using the standing board jump. A line was drawn, and the children were made to jump from it. The distance they jumped was measured in centimetres.

Children's flexibility was measured by measuring (in inches) the distance between the ground and the tip of their finger, when they were at full stretch.

The difference between the Pre-test and Post-test scores highlight the change in physical fitness of the school children in Aizawl.

Change in Physical Fitness of children	
Children with improved Speed	87%
Children with no change in Speed	3%
Children with improved Agility	87%
Children with no change in Agility	4%
Children with improved Strength	12%
Children with no change in Strength	2%
Children with improved Flexibility	11%
Children with no change in Flexibility	5%

The maximum improvement in physical fitness was observed in the case of Speed and Agility, with 87% children now faring better with reduced running time during a shuttle run and a T-test. Not much improvement was observed among children's physical performance with respect to Strength and Flexibility. In both these parameters, only 12% and 11% children showed improvement respectively and most of them showed a performance decline.



CONCLUSIONS

The Endline Survey conducted with school children in Aizawl brings to the fore the changes brought about by the Magic Bus Physical Education and Sports for Development Program. While some improvement was observed with respect to some aspects of education, socio-emotional learning, gender attitude and physical fitness, some aspects did not change. Some unfortunate negative changes were also observed. Some of the main findings of the Endline Survey have been highlighted below.

- School attendance among the children in Aizawl has deteriorated in comparison to the baseline survey, with 15% more children now attending school infrequently.
- More children are now aware of the positive effects secondary education can have on their future careers and living conditions.
- Significant increase was observed in awareness about benefits available under RTE, with only 5% children now being unaware as compared to the 32% during the Baseline Survey.
- Compared to the baseline survey, overall frequency of play among school children in Aizawl has decreased.
- The life-skills sessions within the program have improved children's ability to identify their own strengths and weaknesses, their willingness to show commitment in their task, their confidence in talking to people in different situations, their ability to set short



terms and long term goals in life and the belief that they have the power to change their own life.

- Children's ability to assess whether their goals are realistic and their willingness to take challenges have deteriorated over time, with lesser number of children now being able to do so as compared to the baseline survey.
- Perceptions and attitudes towards gender equality have not changed much over time. While some gender bias against girls has improved with respect to sports, education and leadership, the belief that men make better sports coaches than women is much stronger now as compared to the baseline survey.
- The Physical Education component of the program was successful in improving children's speed and agility, However, the opposite is true in case of their strength and flexibility
- Around 16 more children seem confident to be able to say no if touched inappropriately.
- The Physical Education component of the program was successful in improving children's speed and agility, However, the opposite is true in case of their strength and flexibility