



## **Baseline Study report**

*The Hans Foundation project*

*Aizwal and Kolasib, Mizoram*

***Submitted to: The Hans Foundation***

**Magic Bus India Foundation**

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## ***List of Acronyms***

<b>MBIF:</b>	Magic Bus India Foundation
<b>RTE:</b>	Right to Education Act
<b>RTP:</b>	Right to Play
<b>SEL:</b>	Social and Emotional Learning
<b>OBC:</b>	Other Backward Class
<b>SC:</b>	Schedule Caste
<b>ST:</b>	Schedule Tribe
<b>SMC:</b>	School Management Committee

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### Executive Summary:

Mizoram has a population of 1,091,014 with 552,339 males and 538,675 females. The sex ratio of the state is 976 females per thousand males, higher than the national ratio 940. The density of population is 52 persons per square kilometre. The literacy rate of Mizoram in

2011 was 91.33. Govt. of Mizoram constituted Education Reforms Commission (ERC) on 8 May, 2009 and the ERC submitted its report in July, 2010. As per recommendation of ERC and with a view to improve quality of education a good number of small schools and unviable schools were identified and merged or amalgamated on the basis of school-based and location-specific area. At the same time, some primary and middle schools located in close proximity were also merged into comprehensive schools and started functioning under one roof. As a result, teacher pupil ratio has improved substantially and the available resources utilised to the maximum benefit of the students. 18 Govt. Primary Schools have been amalgamated to form 9 Govt. Primary Schools during 2015 – 2016.

Magic Bus has conducted a Baseline survey in 50 schools to assess the status of education among the targeted children. In the realm of education, last school examination marks of all children (intervened by Magic Bus) are documented. It is observed that majority of children (65.44%) scored B & C grades in the school examinations. It implies that level of student's academic performance is average and need further support, only 28.99% of children have "A" grades. A small proportion of children (5.57%) need special attention in forms of remedial support so that they can overcome their academic weaknesses.

It is observed that out of 2677 children, highest proportion of children were present in Class VII followed by Class VI and V. The percentage of boys in "A" grades reduces with higher classes. The trend of marks (grades) among the children is almost similar across classes.

The percentage of student's attendance is highest in class VII (97.23%) followed by Class VIII (96.38%) and Class V (95.74%). Girls have less attendance in comparison to boys except in class VIII. It is observed that the attendance rate in girl's increases with higher classes which is reverse in case of boys. It implies that there is need to provide attention to boy's attendance in higher classes along with support to increase girl's attendances across classes.

Regarding perception and attitude toward gender equality, 92% of children think that irrespective of age and gender every child should get opportunity to play. However, only 67% of children think that girls are good enough to play with boys. It is observed that more girls (51%) than boys (47%) report that adolescent girls should not play together with boys. Interestingly, majority of children ((93%) of children think sport is important for girls. Similar observations (92%) in case of thinking women equally good as leaders like men.

The Life-skills sessions of Magic Bus curriculum enable children to cope with life's challenges and improve their performance. 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.

Not very significant proportion of children (54%) can judge their goals. Similarly, less number of children have abilities in deciding short term and long term plans. However, majority (83%) of children believe that they have the power to change their lives.

## **Section 1: Background**

### **1.1 Magic Bus**

Magic Bus is a pioneer in delivering Sport-for-Development programmes in India. The organization began its journey of mentoring young people through the medium of sport in

1999. The objective of Magic Bus is to break the poverty cycle, one child at a time. Magic Bus equips some of India's poorest children and young people with skills and knowledge to grow and be successful, to move out of poverty, take control of their future and become active members of their communities.

These 'life-skills' – which range from education and gender equality to health and employability; are taught by youth leaders from communities supported and trained through Magic Bus' unique mentorship programme. Through its network of more than 8,000 such youth trainers, Magic Bus accompanies children on their journey from childhood to livelihood to help become successful and participative members of their communities.

This program in keeping with recent work in the field of Education and Development, Magic Bus understands that learning happens best when learners are encouraged to construct their own learning on five key pillars: fun sessions, safe environment, participatory activities to ensure participation, experimental learning by doing, and mentoring.

## 1.2 The Mizoram Project

**Magic Bus India Foundation** and **Hans Foundation** have come together to work with children in Aizwal and Kolasib districts of Mizoram. The project has started since April, 2016 in 50 Government schools of Mizoram.

The goal of the planned intervention is **to ensure retention and progression of the adolescents from underprivileged households studying in government schools by working with the State government.** to bring positive change among children and parents in terms of attitude and behaviour related to education, play, health and socio-emotional learning. This in turn will strengthen their confidence to develop skills required to get the livelihood of their choice and thereby help them to move out of the cycle of poverty. The project seeks to achieve the following outcomes:

- Increase in school participation and attendance;
- Increase in educational aspiration'
- Increase in awareness of RTE among parents and children;
- Increase in support of the community and parents to children for pursuing higher education;
- Familiarizing teachers and headmasters with the S4D methodology and the RTE;
- Integration of Magic Bus sessions in the school timetable;
- Increase in the commitment of schools to the child's right to play;
- Positive behavior change (life skills) among children;
- Improved learning levels among children

This will be done through engagements at multiple levels:

- Workshops with Headmasters
- Meetings and activities with parents
- Workshops with teachers
- Sessions with children

### 1.3 Situation in Mizoram

Mizoram has a population of 1,091,014 with 552,339 males and 538,675 females. This reflects a 22.8% growth since 2001 census; still, Mizoram is second least populated state of India. The sex ratio of the state is 976 females per thousand males, higher than the national ratio 940. The density of population is 52 persons per square kilometre.



The literacy rate of Mizoram in 2011 was 91.33 per cent, higher than the national average 74.04 per cent, and second best among all the states of India. About 52% of Mizoram population lives in urban areas, much higher than India's average. Over one third of the population of Mizoram lives in Aizawl district, which hosts the capital. Mizoram's population consists of several ethnic tribes who are either culturally or linguistically linked. These ethnic groups are collectively known as Mizos (Mi means People, Zo means Hill; Mizo thus is hillmen. Mizo people are spread throughout the northeastern states of India, Burma and Bangladesh.

### 1.4 Aizwal & Kolasib

Aizawl is the capital city of Mizoram with high density population. Presbyterians make up the majority of the population. However, there are also significant numbers of the Salvation Army, Baptists, Seventh-day Adventists, United Pentecostal Church and Roman Catholics in the city. There are also some cultural based Christian sects. Hinduism and Islam are also represented in very small numbers in the city population. There are both state and private schools. Parochial schools are run by the Baptist Church of Mizoram, the Presbyterian Church of India (Synod), several Roman Catholic (St. Pauls Higher Secondary School, Mary Mount School, St. Lawrence School, St. Mary's School) religious orders and the Seventh-day Adventists (Helen Lowry). Kendriya Vidyalaya, Aizawl, is another school run by the Kendriya Vidyalaya Sangathan, the school situated close to Zembawk. Other schools include Home Missions School, Mount Carmel School, Oikos Higher Secondary School.

Kolasib is agriculture-dominated economy with a few service sector jobs as it is a district capital. A large number of people cultivate beetle nut, oil palms, rice, wheat and fish which is both consumed and exported to other districts of Mizoram.

Magic Bus target audiences are the Munda and Santal/Bhuyain tribes. The main occupation of the Mundas and Santals/Bhuyain are cultivators and agricultural laborers. They practice shifting cultivation extensively called Toilachasa or Poduchasa on hilltops or slopes. The main crops are paddy, mustard, ginger, maize and minor millets. The women supplement the family's income through weaving/selling of mats and broom sticks made out wild date palm common. Collection of forest products is also a major source of occupation of these communities. These communities speak their local dialect and communicating with them in

Oriya is also a challenge. The area is dotted with small hillocks and plateaus, with waterfalls and perennial streams. The district is rich in mineral and forest sources. Because of the mineral resources, e.g., iron mining has become a menace endangering the livelihoods of the tribal population. Other Government services like health centers exist within 10 -15 kilometers, but access is a challenge during monsoon because of the undulated and difficult terrain. Public transport is nonexistent in the tribal areas.

District names	Male	Female	Total	Density	Sex ratio	Literacy rate
Kolasib	42456	40598	83054	60	956	94.54
Aizawl	201072	202982	404054	113	1009	98.5

\*\* Census 2011

**The issues pertaining to rights of children are:**

- Mizoram has the highest number of child sexual abuse cases with 568 cases of sexual abuse against children recorded in last five years (The Northeast Today);
- Difficult terrain and many children left out from mainstream education system;
- Increasing incidences of child trafficking and child labours;
- The availability of teachers in Government schools is not there as per requirement;
- Limited livelihood opportunities for youth.

## **Section 2: The Baseline Study**

A Baseline survey has been done with all registered children i.e 2677 children in Magic Bus Programme in July 2017. This report also includes the findings of the study done with sample of 845 children from same intervention area in 2015.

### **2.1 Key Program Indicators**

Sl. No.	Indicators for measurement
1	<b>Increase in school participation and attendance</b>
1.1	No. of children enrolled in the programme
1.2	% of children dropped out of school
1.3	% of children attending school regularly (5 days/ week)
1.4	% of girls enrolled in the programme
1.5	% of girls continuing education
1.6	% of children transiting from Upper Primary to Secondary schools
2	<b>Increase in children's participation in life skills sessions</b>
2.1	No of safe playgrounds available
2.2	% of children sessions conducted
2.3	% of attendance in children sessions of Magic Bus
2.4	% of girls attendance in children sessions of Magic Bus
3	<b>Increase in awareness in children and parents about RTE</b>
3.1	No. of children aware of RTE
3.2	No. of parents aware of RTE
4	<b>Community and Parents support children for pursuing education</b>
4.1	No. of schools having functional SMCs
4.2	No. of parents involved in decision making processes in SMCs.
5	<b>Headmasters &amp; Teachers Familiar with RTE</b>
5.1	No. of school teachers trained on MB sessions and RTE provisions
5.2	No. of schools taking actions for RTE adherence
6	<b>Improve Learning outcomes among weaker children/ slow learners</b>
6.1	No. of remedial classes started in schools
6.2	No. of children learning through remedial classes
6.3	No. of children with improved academic performance

## 2.2. Evaluation Methodology

The survey was done in 50 Government schools of Mizoram. The survey has included the followings:

- Data collection of number of students enrolled in class VI, VII and VIII and the number of students present in those classes during on site attendance record;
- Data collection of retention of students in respective classes (V, VI, VII) during the end of financial year 2016-17;
- Data collection of student's marks in final examinations in 50 schools;
- Data of 845 children (sample) on perception and attitude towards gender equality;
- Data of 845 children (sample) on socio-emotional learning

## 2.3 Sample Methodology and Sample Size

The study was conducted in Aizwal and Kolasib districts of Mizoram with 2677 children of Magic Bus.

### **Section 3: Findings**

The Baseline evaluation of Magic Bus intervention in Aizwal and Kolasib, Mizoram was carried out in 50 Government schools. A part of the study was done with 2677 children on certain aspects of Education domain like attendance and examination results. The other part includes the analysis and incorporation of previous findings with 845 students (same

schools) on domains of perception & attitude towards gender equality and socio-emotional learning.

### 3.1 Socio-demographic Profile of Respondents:

- The socio-demographic profile of the 2677 children surveyed are as follows:
  - 50% are boys and 49.57% are girls;
  - All of them are Christians by religion;
  - Majority of children (97%) belongs to Scheduled Tribes, 2% belongs to Scheduled Caste and 0.01% belongs to OBC.
  
- Socio-demographic profile of 845 children surveyed in previous study are as follows:
  - 387 (46%) were girls and 456 (54%) were boys. 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.

### 3.2 Education:

A survey was done with 2677 children across 50 schools in Aizwal and Kolasib districts of Mizoram to assess children's examination scores in terms of Grades (A, B, C, D). The targeted children are all part of the Magic Bus Intervention. The children have been studying in Class V, VI and VII and progress to Class VI, VII, VIII in 2017. Following is the list of grades along with equivalent examination marks:

- A -> 80 - 100
- B -> 60 – 79
- C -> 40 - 59
- D -> 1- 39

**Table 1: Grade wise percentage of children**

Grades	Number of students	%
A	776	28.99
B	933	34.85
C	819	30.59
D	149	5.57
TOTAL	2677	

It is observed that majority of children (65.44%) scored B & C grades in the school examinations. 28.99% of children have "A" grades. It implies that the learning levels of the children in general need to improved. A small proportion of children (5.57%) need special attention in forms of remedial support so that they can overcome their academic weaknesses to perform in the school examinations.

**Table 2: Class wise distribution of children**

	A	B	C	D	Total
<b>Class V</b>	10%	11%	8%	2%	<b>31%</b>
<b>Class VI</b>	10%	11%	10%	2%	<b>33%</b>
<b>Class VII</b>	9%	13%	12%	2%	<b>36%</b>
	<b>29%</b>	<b>35%</b>	<b>30%</b>	<b>6%</b>	

It is observed that out of 2677 children, highest proportion of children were present in Class VII followed by Class VI and V. The percentage of boys in “A” grades reduces with higher classes. The trend of marks (grades) among the children is almost similar across classes.

On site attendance of students in 50 targeted schools are recorded in Aizwal and Kolasib blocks.

**Table 3: Class wise attendance**

	Boys	Girls	Total
<b>Class VI</b>	96.79%	94.51%	95.74%
<b>Class VII</b>	97.62%	96.81%	97.23%
<b>Class VIII</b>	95.41%	97.43%	96.38%

The percentage of student’s attendance is highest in class VII (97.23%) followed by Class VIII (96.38%) and Class V (95.74%). Girls have less attendance in comparison to boys except in class VIII. It is observed that the attendance rate in girl’s increases with higher classes which is reverse in case of boys. It implies that there is need to provide attention to boy’s attendance in higher classes along with support to increase girl’s attendances across classes.

It is further observed that there is no drop-out of children in the financial year 2016-17.

### **3.3 Perception and Attitude towards Gender Equality:**

In view of increasing gender based violence and stereotypes, there is need to assess the attitude of the children towards gender equality. Following are the indicators for consideration to reflect on the domain of gender equality.

Sl. No.	Perception and Attitude towards Gender Equality	Total	Male	Female
1	Do you think every child (irrespective of age and gender should get the opportunity to play?	92%	92%	93%
2	Do you think girls are good enough to play with boys?	67%	66%	70%
3	Do you think adolescent girls should not play together with the boys? (NO)	48%	47%	51%
4	Do you think sport is important for girls?	93%	92%	95%
5	Do you think men are better sports coaches than women? (NO)	20%	20%	21%
6	Do you think men and women both make equally good leaders?	92%	92%	93%
7	Do you think with equal opportunities girls can do as well as boys?	90%	90%	89%
8	Do you think both boys and girls must go to school?	99%	99%	98%
9	Do you think Girls should also go for higher education?	90%	90%	91%
10	Do you think eating right and exercising results in a healthy body?	91%	89%	93%
11	Do you think eating junk food contribute to healthy body?	13%	13%	14%
12	Do you think girls require less nutritious food compared to boys?	20%	20%	19%
13	Would you be able to say no if somebody tried to touch you in a way you don't like	94%	94%	93%
14	Would you ask for help if somebody did not behave appropriately with you?	95%	95%	94%
15	Do you think its ok to touch one's body without his/her will/consent?	18%	20%	16%

92% of children think that irrespective of age and gender every child should get opportunity to play. However, only 67% of children think that girls are good enough to play with boys. It is observed that more girls (51%) than boys (47%) report that adolescent girls should not play together with boys. Interestingly, majority of children ((93%) of children think sport is important for girls. Similar observations (92%) in case of thinking women equally good as leaders like men.

Majority of children shows positive attitude towards provision of equal opportunities for girls, sending girls to schools, girls pursuing higher education. Majority of children are confident to say no to undesirable bodily touches and assertive to ask for help in case somebody is not behaving appropriately with them.

### 3.4 Socio-emotional learning:

The Life-skills sessions of Magic Bus curriculum enable children to cope with life's challenges and improve their performance.

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.

It is observed that good proportion of boys (80%) in comparison to girls (78%) can take challenges. Further, 77% of children have commitment to accomplish tasks and self-control. 72% of children reported that they can stick at things and try hard until they succeed.

Not very significant proportion of children (54%) can judge their goals. Similarly, less number of children have abilities in deciding short term and long term plans. However, majority (83%) of children believe that they have the power to change their lives.

Sl. No	Socio-Emotional Learning	Total	Male	Female
1	Do you think you can identify your own strengths?	73 %	72 %	75 %
2	Do you think you can identify your own weakness?	71 %	74 %	68 %
3	Do you think you can focus well on whatever you do?	64 %	68 %	59 %
4	Do you enjoy taking on challenges?	79 %	80 %	78 %
5	Do you stick at things and try hard until you succeed?	72 %	71 %	73 %
6	Do you show commitment by turning up regularly to activities?	77 %	78 %	76 %
7	Do you show self-control?	77 %	77 %	78 %
8	Do you think you can easily talk with people at different situation?	63 %	61 %	66 %
9	Do you think you can decide on realistic short term plans?	49 %	50 %	47 %
10	Do you think you can decide on realistic long term plans?	51 %	51 %	51 %
11	Do you think you can judge whether your goals are realistic or not?	54 %	55 %	54 %
12	Do you believe you have the power to change your own life?	83 %	84 %	83 %

## Section 4: Conclusions and Recommendations

The Baseline study includes observations on domains of education, perception and attitude towards gender equality and socio-emotional learning.

- It is observed that majority of children (65.44%) scored B & C grades in the school examinations. It implies that level of student's academic performance is average and need further support, only 28.99% of children have "A" grades. A small proportion of children (5.57%) need special attention in forms of remedial support so that they can overcome their academic weaknesses. It is suggested that there is need for remedial learning centres in the schools to provide support to the weaker students. There is scope to improve the learning outcomes of the majority of the children through enhancing skills and motivation among the children to perform better in academics.
- The percentage of student's attendance is highest in class VII (97.23%) followed by Class VIII (96.38%) and Class V (95.74%). Girls have less attendance in comparison to boys except in class VIII. It is observed that the attendance rate in girl's increases with higher classes which is reverse in case of boys. It implies that there is need to provide attention to boy's attendance in higher classes along with support to increase girl's attendances across classes.
- Regarding perception and attitude towards gender equality, 92% of children think that irrespective of age and gender every child should get opportunity to play. However, only 67% of children think that girls are good enough to play with boys. It is observed that more girls (51%) than boys (47%) report that adolescent girls should not play together with boys. There is need to do intensive life skills sessions with both girls and boys to address their gender related myths and stereotypes.
- It is suggested to provide support to improve the children's ability to judge their goals. Children need to have skills to plan long and short plans to reach their goals. In this connection the available resource in the children i.e confidence on their own power to change lives need to be encouraged and supported for bringing positive changes in their lives.