

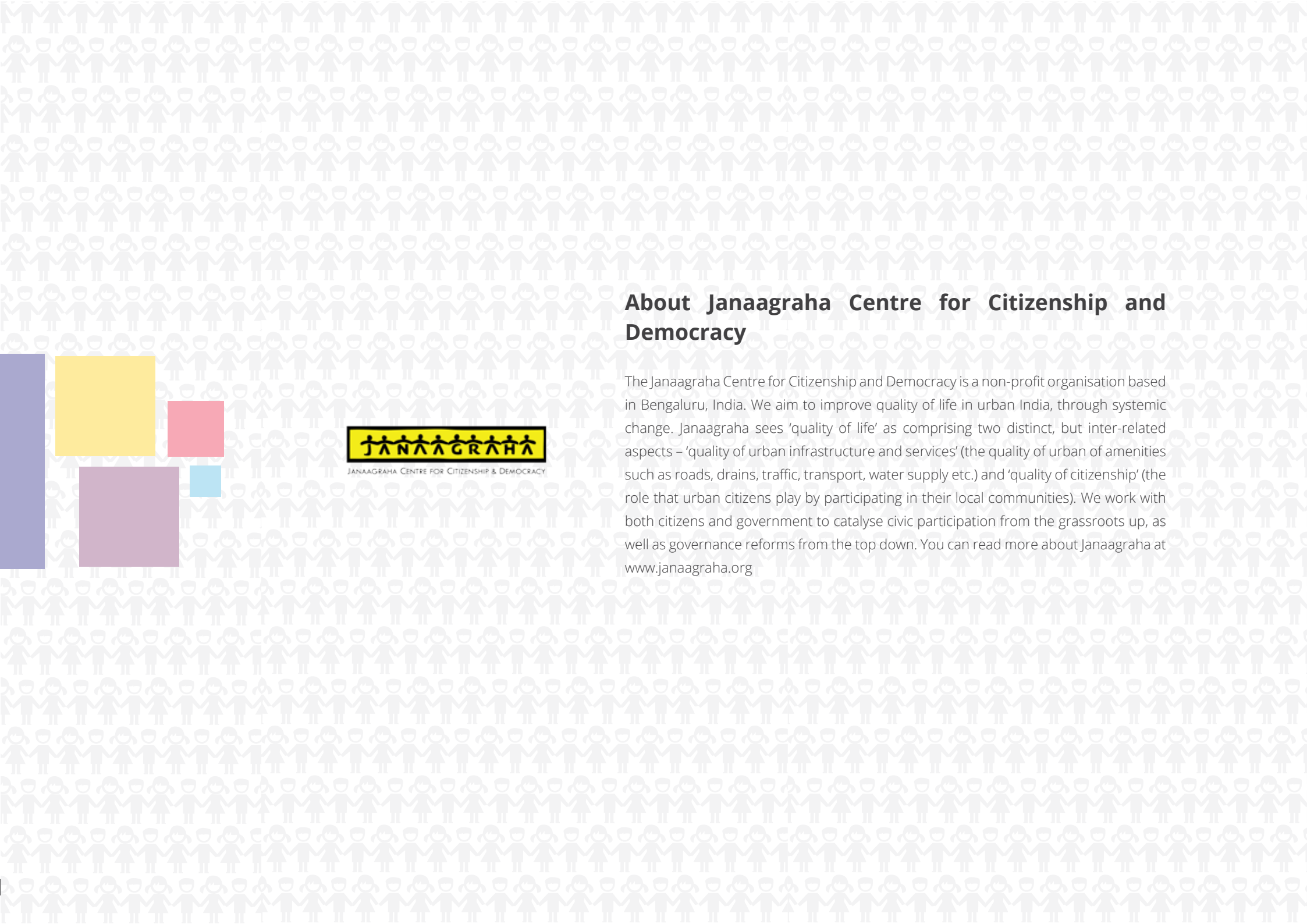


**BalaJanaagraha**  
TODAY'S CHILDREN. TOMORROW'S ACTIVE CITIZENS.



# **Impact Assessment Report**

## **2015-16**



## About Janaagraha Centre for Citizenship and Democracy



The Janaagraha Centre for Citizenship and Democracy is a non-profit organisation based in Bengaluru, India. We aim to improve quality of life in urban India, through systemic change. Janaagraha sees 'quality of life' as comprising two distinct, but inter-related aspects – 'quality of urban infrastructure and services' (the quality of urban amenities such as roads, drains, traffic, transport, water supply etc.) and 'quality of citizenship' (the role that urban citizens play by participating in their local communities). We work with both citizens and government to catalyse civic participation from the grassroots up, as well as governance reforms from the top down. You can read more about Janaagraha at [www.janaagraha.org](http://www.janaagraha.org)

## Advisory Group

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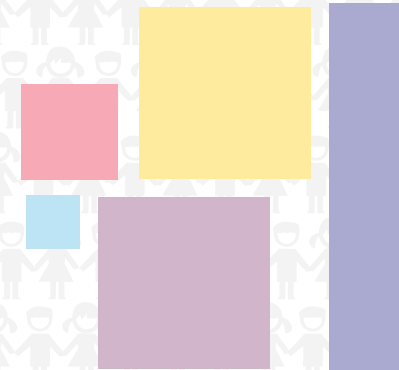
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Data entry and coding for the pre and post survey analysis was undertaken by Jagruthi and Jana Urban Services for Transformation (JUST). JUST also undertook post survey administration in Bangalore and Chennai schools.





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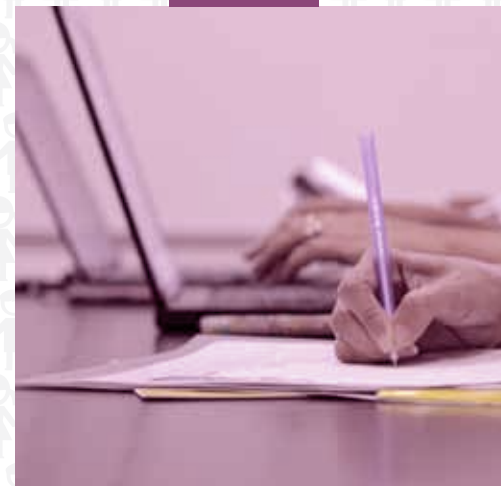
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# EXECUTIVE SUMMARY

In 2002, the Janaagraha Centre for Citizenship and Democracy (JCCD) started the Bala Janaagraha programme, a civic education programme, which aims to transform today's children into informed, responsible and active citizens with a focus on urban governance and planning issues. The Bala Janaagraha programme is conducted with Grade 8 students across private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools in India. The programme is also designed to enable critical thinking when it comes to addressing local civic problems. In the academic year 2015-2016, the programme covered 25\* cities across India, with 39,541 students in 527 schools. The programme witnessed 7 percent growth in the number of students from the previous academic year (2014-2015). The city outreach of the Bala Janaagraha programme increased from 11 cities (in 2013-14) to 24 cities in 2014-2015. This year (2015-16), the programme expanded its reach to another city, Coimbatore. The number of schools participating in the programme, grew from 233 in 2013-14 to 485 schools in 2014-15 and this year a total of 527 schools took part in the programme.

Following an impact evaluation comprising of a pre and post civic literacy survey with Bala Janaagraha and non Bala Janaagraha students, as well as a series of focus group discussions, it is evident that the programme is having the desired impact. One of the central objectives of the Bala Janaagraha programme is to improve civic knowledge among the programme participants. Across all schools and students participating in the programme in 2015-16, civic literacy survey scores increased on average by 14 percent from pre to post survey, compared with just a one percent increase in control schools.

The programme has also been successful in inculcating civic participation, another key aim of the programme. Participation in civic activities went up by 8 percent at post survey for those participating in the programme compared with a 1 percent increase in the control schools. The findings from the focus group discussions also highlight improved awareness and knowledge of civic issues as a result of the programme. Students spoke of better understanding problems now when they travel around the city and the realization that they as citizens can take ownership to improve matters with a better understanding of the processes by which to do so. Moreover, the students understood the need for systemic change in the form of improved governance and better planning rather than spot fixing issues. In essence, the Bala Janaagraha programme is making students more informed on civic issues, and more active citizens focused on systemic change.

*\* The cities Mumbai & Navi Mumbai have been considered as one city - Mumbai*



# INTRODUCTION

## Overview



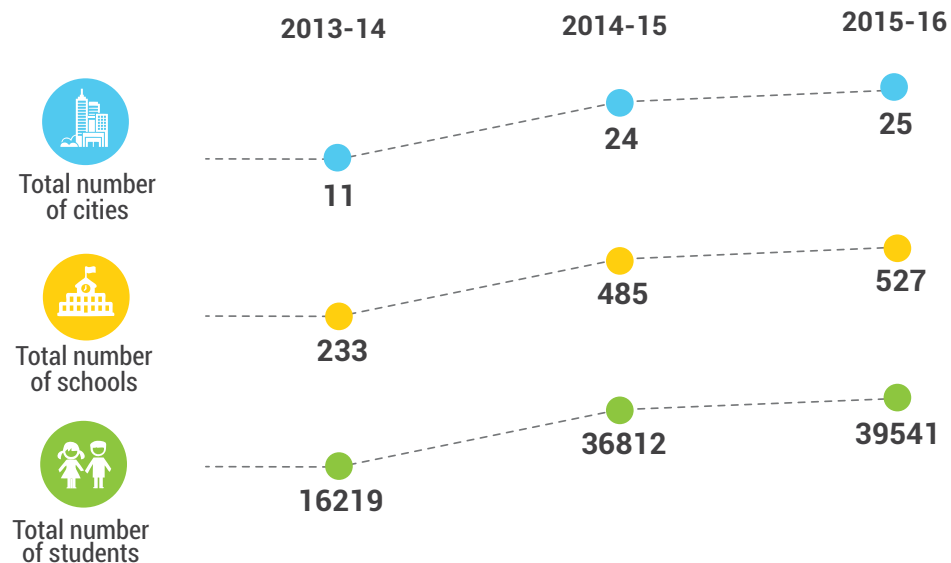
“The success of our nation and state depends on educated, informed and active citizens and residents”, stated the California Task Force on K-12 Civic Learning’s report, 2014. This is a statement which applies to not just the oldest democracy in the world, but also the largest, India. However, India, in the midst of the public education reforms it has undertaken over the years, is yet to incorporate a good civic education system. This is a major policy oversight since India is a young nation. Twenty-eight percent of the population is in the age group (0-14 years), as of 2014 ([indexmundi.com](http://indexmundi.com)). It is important for policymakers to realize and recognize the significance of providing quality civic education. The goal of civic education is to promote democratic values and encourage future citizens to take part in governance beyond exercising voting rights.

In 2002, the Janaagraha Centre for Citizenship and Democracy (JCCD) started the Bala Janaagraha programme, a civic education programme, which aims to transform today’s children into informed, responsible, and active citizens with a focus on addressing local civic issues. The Bala Janaagraha programme is conducted with Grade 8 students across private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools in 25 cities across India.

The programme is also designed to enable critical thinking when it comes to addressing local civic problems. As an ancillary outcome, it is expected that through this knowledge building initiative, the youth will be emboldened to take the first steps towards active citizenry. In the long run it is aimed there will be a multiplier effect, leading to the creation of youth leaders, who will be agents of change in their homes and neighbourhoods, by being catalysts for civic participation.

## Literature Review

In the academic year, 2015-2016, the Bala Janaagraha programme covered 25 cities across India, with 39,541 students from 527 schools. From the last academic year (2014-2015), the programme has expanded to one more city, Coimbatore. The number of schools taking part in the programme grew by 9 percent, as the number of Bala Janaagraha schools increased from 485 to 527 schools. Finally, the number of Bala Janaagrahis grew by 7 percent that is, from 36,812 to 39,541. Figure 1 shows the city, school and student growth of the programme since 2013-14.



**Figure 1: Bala Janaagraha Programme reach (by cities, schools and students)**

The programme intends to reach 531 schools in 25 cities covering 40,000 students in FY 2016-2017 to inculcate the democratic ideal of individual freedom and equality.

Democracies across the world have acknowledged the significance of civic participation as a right and responsibility. However, over the years, civic engagement, beyond voting, has been in decline since the end of Second World War. In 2000, Putnam wrote, "Bowling Alone." The book talks about America's changing behavior, as individuals become more disconnected from one another and how the social structure is affected, following the disintegration of the PTA, church and political parties. While Putnam was referring to the changing social fabric of the American community, similar trends have been witnessed in countries such as India. In India, the last Union election held in 2014, recorded the highest voter turnout (66.4 percent) since Indian independence. However, even if India seems to be voting, urban India is plagued by low voter turnouts, low levels of civic engagement and poor quality of citizenship. In 2014, the Janaagraha-Brown Citizenship Index Study revealed that in urban India, where population growth exceeded that in rural India for the first time since independence, electoral forms of citizenship are more prevalent than the non-electoral forms of engagement with the state. In Bangalore, interesting patterns emerge in the context of practicing citizenship. Overall, Bangaloreans do not participate much in the other forms of civic engagement beyond voting in elections (Janaagraha-Brown Citizenship Index, Bangalore 2014).

## Literature Review

Keeping in mind the challenges of engaging with citizens in urban India, promoting civic learning among children can be an effective strategy to inculcate the values of practicing citizenship. Civic learning done right can help to develop “critical thinking, problem solving, communication, collaboration, creativity, initiative and innovation” (Torney-Purta & Wilkenfeld, 2009). A Stanford University Report echoes similar views. The report outlines that students exposed to civic learning receive balanced knowledge, skills and values, allowing them to become effective members the society (Youth Civic Development & Education Report, 2014). The works of Kahne and Middaugh (2008) found that civic learning opportunities effectively develop civic commitments and capacities. Accordingly, they would argue that “the education and preparation of students to become informed and engaged citizens is essential for their empowerment and for the overall health of our democracy. Any democracy, worthy of that designation, must provide these opportunities in an equitable way.” In India, civic education is delivered at the school level. However, the quality of the nature and scope of delivery is questionable. In the words of Professor Krishna Kumar, former director of NCERT, “(by) getting small children accustomed to spiritedly copying the teacher’s words, teachers undermine the democratic ideal of individual freedom and equality.” (Kahne and Middaugh, 2008, 22).

Beyond the challenges of inequitable provisions of infrastructure, rapid urbanization poses challenges to sustainable development. In the early 90s, only five Indian cities were occupied by over a million people and 17 percent of India was urban. By the mid-2000s, Mumbai, Delhi and Kolkata were populated by more than ten million people and over a million were residing in 53 cities across India. There is nothing wrong with the dominant perspective of cities viewed as the source of national economy. However, problems arise when there is improper coordination of the expenditures between the local and central government at city level. These issues affect the residents of the cities, including of course, the younger generation.

An article by Ghosh and Mukherjee (2014), investigates the causal effect of air pollution on children. Their results show that particulate matter caused from air pollution negatively affects the health of children, specifically in relation to respiratory issues. Improving the air quality in urban cities can largely benefit the health of the younger population and promote good health for their future. The work of Lester and Russell (2010) focuses on improving health outcomes of children through more green spaces and play areas for children.

The UN-Habitat (2013) has come up with a new definition of urban prosperity. The first point mentions how the city should grow economically by generating income from employment to meet adequate standards of living in the city. Secondly, a prosperous city is aligned according to infrastructure and basic needs that are required to sustain its population and economy, for example, proper sanitation, water and power supply, roads, and communications technology etc. The third point refers to social services such as education, recreation, health, safety and transportation for residents to excel in their individual lives. Fourth, a city where large amounts of the population live in poverty and unemployment cannot be called prosperous.

While taking into account all the criteria needed for a prosperous city defined by the UN-Habitat, it is important to note that these meet the criteria for a child-friendly city as well. Urban cities that can accommodate the needs of children are known as child-friendly cities (Gleeson and Sipe, 2006). Policing, planning, transport and housing, designs and policy implementation are necessary tasks that are required to improve the quality of lives of children (Gleeson and Sipe, 2006). This view centers institutional structures, professional understandings and social practices on the well-being of children in the city (Gleeson and Sipe, 2006).



## Bala Janaagraha Programme Overview

Chatterjee (2006) talks about incorporating youth's view on planning and designing of the cities. "India is known for its neglect of children in public policy as reflected through its abysmal allocation of 1.6% of the Union Budget for all child specific programmes" (Chatterjee, 2006). The UN Child Friendly City global initiative (UN CFC), Agenda 21, and the Habitat Agenda, work together with local governments to increase the quality of life of children and make the globalizing landscapes of Indian cities child-friendly.

Taken together, the research indicates that there is an increasing need for cities to incorporate, engage, and support the rights of children and promote child-friendly initiatives for the betterment of the younger populations in urban India. Incorporating urban planning and development challenges as part of civic learning is an important intervention itself. In fact, the focus of civic learning is to improve participation in civic life, and enable more citizens to participate through quality engagement (Gordon & Baldwin-Philippi, 2014).



The Bala Janaagraha Programme is conducted annually between June and February. Using an interactive child focused pedagogy, the programme has four core components:

1. A structured module of twelve classroom curriculum sessions
2. Two e-module sessions ("I Change My City")
3. Six sessions on the civic project
4. Civic fests

The civic fests (mini, city, zonal, and national) offer a platform for the students to showcase their civic projects and compete for the chance to be recognized for their work.

The key objectives of the programme, include the following:

- Educate: A practical civic awareness/education programme for Grade 8 students of urban India.
- Encourage Active Citizenship: Create active citizenship values in young people through the education system
- Empower: With the knowledge, skills and values necessary to develop a deep sense of ownership and responsibility towards society
- Demystify Local Governance: Introduce the political relevance of the ward and stress the need for citizen participation in local governance
- Groom "Champions of Change": Identify the little "Champions of change" as future agents of change

## Bala Janaagraha Programme Overview

Following the running of the programme in 2014-15, feedback on the curriculum/resource book was sought from the Bala Janaagraha facilitators across India as well as from some students during the audit process. Based on this feedback, the curriculum was amended to include the teaching of the concepts of the 'Right to Education', the 'Right to Information', child abuse and community policing. The resource book was re-worked to make it more child friendly, less text heavy and with simpler text and more illustrations were included. As a result of these changes, the impact evaluation surveys were also amended to ensure coverage of all the topics in the revised curriculum.

### ► Bala Janaagraha Classroom Sessions

The curriculum is delivered from the Resource Book, "I Change My City-A Guide to Active Citizenship". The book is available in a number of Indian languages (English, Hindi, Kannada, Telugu, Malayalam, Marathi and Tamil). The book covers the following topics; operations of local governance in cities, sustainable urban development, and role of active urban citizen. In addition, the book refers to the City-System framework and proposes viewing the challenges of urban India through the lens of the framework, with four defining aspects:

Urban Planning and Design	Urban Capacities and Resources
Transparency, Accountability and Participation	Empowered and Legitimate Political Representation

These four aspects also represent the building blocks for transforming the cities and creating more sustainable future of growth. JCCD, who run the Bala Janaagraha programme, work with citizens and government to transform the four aspects of India's City-Systems.

Sixty facilitators from JCCD and EduMedia deliver the twelve classroom sessions for the academic year in schools across India. On the first day of the classroom session, students complete the pre-civic literacy survey. The post-civic literacy survey is conducted on the last day of the classroom sessions.

Each classroom session is conducted for forty minutes. The facilitators draw extensively from the resource book in delivery of their sessions. In addition, there are audio and visual resources allowing students to engage at an experiential level about the city and urban democracy. The students are encouraged to read from the resource book to understand elements of a city including challenges of urban development, urban governance, the Constitution, active citizenship, sustainable development and disaster management.

### ► Civic Project

The Civic Project is a theme-based real time research project, which focusses on problem solving skills. The theme of the Civic Project is based on any one of the eight modules from the curriculum. Under the guidance of the Facilitator/Bala Janaagraha Mitras, students choose one issue to investigate in depth. They conduct field work and devise data collection tools to understand the issue in their neighborhood, and then develop simple solutions that they can implement. Through this activity, they gain sensitivity to important civic issues that affect them on a daily basis.

# Bala Janaagraha Programme Overview

## ► Bala Janaagraha Civic Fest

The Bala Janaagraha programme culminates with the National Fest and the civic fest serve as a platform for the students to showcase their civic project work and solutions among their peers, civic agencies and community. Each partner school commits to sending its students to compete in a mini-civic fest, held in their area in November, followed by the National Fest held in February (if successful in reaching this stage). In 2015-16 the programme hosted the 3rd national level Civic Fest, with four Indian cities in the month of February.



## ► Programme Timeline

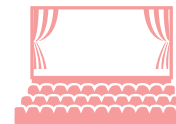
The timeline of the different components of the Bala Janaagraha programme is as follows:

June \_ December



Classroom sessions  
and E-module

December \_ February



Civic fests

August \_ November



Civic projects

April-June



Onboarding new schools and ensuring existing schools are retained for the next programme year, recruit and train facilitators and put in place other logistical processes necessary for the programme year



## Bala Janaagraha Programme Overview



### ► Bala Janaagraha Organization Chart

Under the facilitator delivery model (See Figure 1), the Bala Janaagraha programme is headed by the Bala Janaagraha Manager and supported by the Bala Janaagraha Associates. The Senior Bala Janaagraha Managers report to the Programme Coordinator (Programme Head). On the ground, the programme is administered by programme facilitators who are responsible for a certain number of schools based on geographical location. The facilitators assume overall responsibility for the successful delivery of the programme in their respectively assigned schools.

In this endeavor, the facilitators are supported by Bala Janaagraha Mitras (BJMs) - highly trained volunteers from the local school community, corporate world, or from partner schools themselves, i.e. the ones who operate under the partnership model (See Figure 2) - who help deliver the programme modules. The BJMs undergo an orientation and training session prior to the start of the academic session, and attend regular meetings with their respective facilitators to keep abreast of civic news from the urban centers where they teach/ facilitate.

Bala Janaagraha –one of Janaagraha's flagship programmes, and core grassroots initiatives – is now in its fourteenth year of operation. Since 2012, JCCD has partnered with EduMedia, to deliver the Bala Janaagraha curriculum in 12 cities. Under the partnership model, programme design is carried out by JCCD while programme implementation and delivery is carried out by the partner in select schools and cities.

## Bala Janaagraha Programme Overview

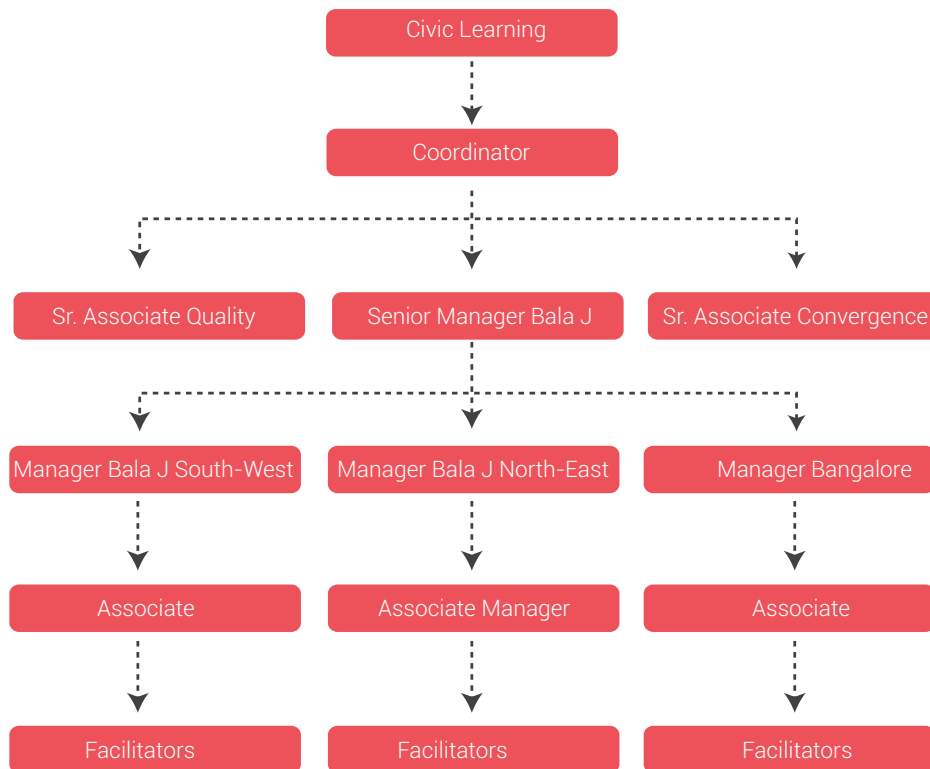


Figure 1: Bala Janaagraha Programme - Facilitator Delivery Model

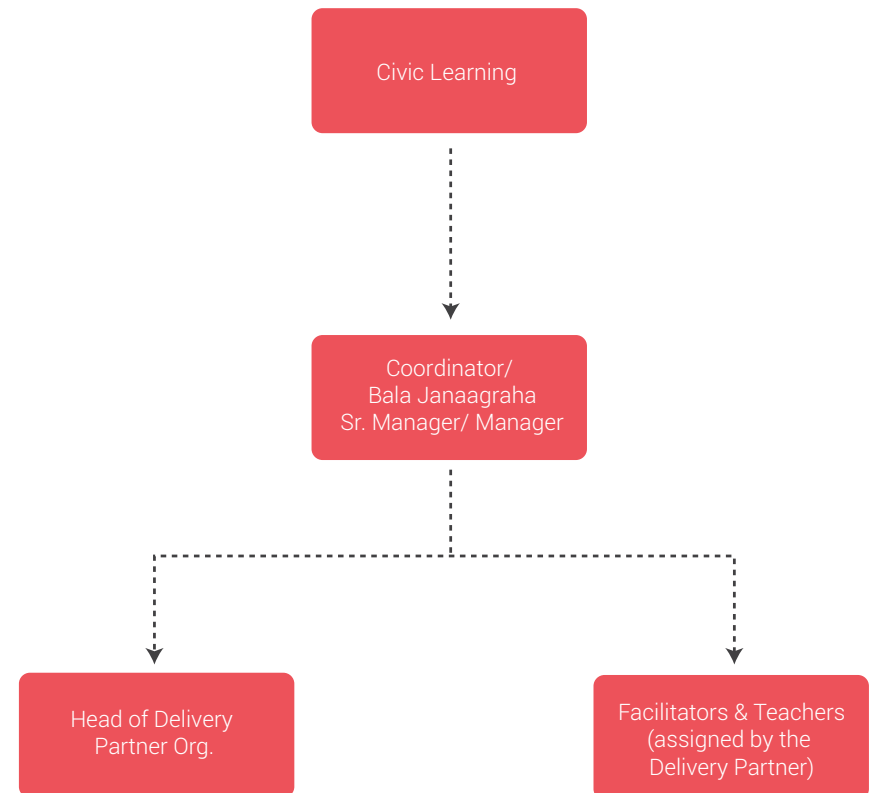


Figure 2: Bala Janaagraha Programme - Partnership Based Delivery Model

# METHODOLOGY



In order to assess whether the Bala Janaagraha programme is making the desired impact, a series of evaluations have been undertaken over the last few years. For this year's administration of Bala Janaagraha, a pre and post survey was done with a sample of Bala Janaagraha students, assessing their knowledge and behaviours before and after the programme was administered. A smaller sample of non-Bala Janaagraha students in the same standard (but from different schools who are not part of the Bala Janaagraha programme) also undertook the pre and post surveys, acting as a control group. Furthermore, a series of Focus Group Discussions (FGDs) were undertaken with the students from schools who made it to the civic fest finals. Further details on the methodology of these evaluations are given below.

In addition, for the purposes of day-to-day monitoring of the programme, Bala Janaagraha uses a Balance Score Card (BSC). Each year, the management team identifies and defines Key Performance Indicators (KPIs) for the coming year. Reviews are conducted quarterly to assess achievements against the targets set. This rigorous system of internal review ensures that project activities are carried out not only to a pre-designed level of satisfaction but also in a timely fashion. Where targets are not met, problems in the processes are identified and remedied for future years. The periodic BSC reviews are accompanied by weekly agenda meetings with the management team (including facilitators) to report successes and failures as well as to troubleshoot problems and challenges.



## Pre and post surveys

Following the amendments to the curriculum for the Bala Janaagraha programme in 2015-16, the pre and post surveys were re-written to ensure coverage of all the core learning areas of the programme. A sample of schools (and all the students doing Bala Janaagraha within these schools) was selected to take the pre and post surveys. As mentioned, a smaller sample of non-Bala Janaagraha students were sampled to act as a control group and also undertook the pre and post surveys.

### ► Sampling

#### » Bala Janaagraha students :

To achieve a sample with a 95% confidence level and 5% confidence interval, a sample of 222 schools (from the total of 527) was required for the pre and post survey analysis. To ensure representation, a stratified random sample was drawn from the 527 schools. The sample was stratified by geographical zone in India and within the zones, by city. Table 2 shows the total numbers of schools taking part in the Bala Janaagraha programme, by zone and the associated number included in the sample. Tables 1A to 4A in Appendix 1 show the further breakdown of the number of schools per city (for the four zones with multiple cities) and the associated number included in the sample.

**Table 2: Total number of schools in Bala Janaagraha programme by zone and number to be sampled**

Zone	Number of schools in total universe	% of Bala Janaagraha school universe	Number sampled
Bangalore	200	38%	84
Central/Raipur	9	2%	4
East	48	9%	20
North	109	21%	46 <sup>1</sup>
South	71	13%	30 <sup>2</sup>
West	90	17%	38
<b>TOTAL</b>	<b>527</b>	<b>100%</b>	<b>222</b>

1. Revised down to 45 as per Table 2A in Appendix 1 due to city distribution in the North zone
2. Revised up to 31 as per Table 3A in Appendix 1 due to city distribution in the South zone and to compensate for additional school needed

#### » Non Bala Janaagraha students :

Ten schools in Bangalore were chosen to form the control group. The schools were chosen based on either their proximity to schools in Bangalore who were part of the Bala Janaagraha programme or those who had participated in the 'I change my street' event in November 2014. A mix of school types was selected and five of the schools were private schools, four were government schools and one was a government-aided school. All the private schools were English medium while the remaining schools were all Kannada medium schools. None of the schools had ever run the Bala Janaagraha programme. All the eighth grade students in the ten schools took the pre and post surveys.

## Pre and post surveys

### ► Survey administration

#### » Bala Janaagraha schools

In Bala Janaagraha schools, the pre survey was administered by each respective school's facilitator in the first session at the school (i.e. in June 2015). The post-survey administration was slightly different in different cities. As part of a pilot to trial administration of the surveys by a third party, individuals from JUST administered the post survey in all schools in Bangalore and Chennai. In all other schools across the country, the facilitators administered the post survey. All administrations were done at the end of the programme, i.e. in February/March 2016 – depending on when the programme completed in any one school. All facilitators were given detailed instructions about how to administer the surveys. Absentee students were not allowed to take the surveys on any other days.

#### » Non Bala Janaagraha schools

In non Bala Janaagraha schools, the pre and post surveys were administered by representatives from one of Janaagraha's delivery partners for the Bala Janaagraha programme, EduMedia. The administrations were done at the same time of year as those in Bala Janaagraha schools, i.e. in June 2015 and March 2016. As for Bala Janaagraha schools, all administrators were given detailed instructions about how to administer the surveys. Again, absentee students were not allowed to take the surveys on any other days.

### ► Entry and cleaning of data

All surveys (pre and post, and for the Bala Janaagraha schools as well as non Bala Janaagraha schools) were done on paper and mailed back to the JCCD office. During the revision of the pre and post surveys, all the questions were simplified to multiple choice, smoothening the data entry and scoring process. All survey data was entered and scored by third party vendors who used data entry templates prepared by JCCD and were fully trained on the use of the template and the scoring guide. Ten percent of all data entry and scoring was checked by JCCD.

In order to match students' pre and post surveys and track progress, each student was assigned a unique identifier. The identifier was made up of four components; year of the programme, name of the city where the school was based, a school number and a pupil number. The surveys also captured personal information of the students, including names, father's/mother's name, address and contact information. This was collected as part of JCCD's outreach to keep in touch with its alumni.

## Focus Groups

In order to gain deeper insight and detailed information on youth civic engagement and civic thinking skills, not easily discerned through quantitative data collection, Focus Group Discussions (FGDs) were undertaken. Four FGDs were conducted with the finalists of the Bala Janaagraha National Civic Fest on the 4th of February, 2016 (the eve of the National Civic Fest). Each group discussion comprised between 10-15 participants with an even mix of students from each school team. Participants were posed questions pertaining to their perceptions of the programme, specifically targeted to draw out changed behaviours and attitudes in terms of civic learning.



# RESULTS

## Pre and post survey



The results of the pre and post surveys are described below, starting with a description of the achieved sample.

### ► Sample

#### » Bala Janaagraha schools

Bala Janaagraha schools were sampled as described earlier though some slight changes were made, resulting in 226 schools being sampled. Two extra schools were sampled in each of Bangalore, Kolkata and Ranchi while one extra school was sampled in each of Kochi, Nagpur and Raipur. This was as a result of no schools being able to undertake the programme in Bhubaneshwar due to facilitator drop-out (and hence, no schools were sampled in this city) and fewer school participating in Secunderabad. Four extra schools were sampled to account for potential attrition to the sample.

Though the final sample included 226 schools, data for 213 schools has been used for analysis purposes on account of 13 schools not having both pre and post survey data. In fact, all of these 13 schools' students had not taken the post survey. There were a range of reasons for this, including time constraints/non-availability of sessions, change in facilitator and erroneous administration in other schools with the same name. This affected all four schools in Jaipur, three in Ludhiana, four in Raipur, one in Hyderabad and one in Trivandrum. The resulting sample size of 213 retained a confidence level of 95% and a confidence interval of 5.2%.



## Pre and post survey

Table 3 shows the breakdown of the number of schools in the final sample and respective percentage compared with all the schools in the Bala Janaagraha programme. Tables 1A to 4A in Appendix 1 show the further breakdown of the number of schools per city (for the four zones with multiple cities) and the associated number included in the final sample for analysis.

**Table 3: Total numbers of schools in Bala Janaagraha programme by zone and number in final sample for analysis**

Zone	Number of schools in total universe	% of school universe	Number in final sample for analysis	% in final sample for analysis
Bangalore	200	38%	86	40%
Central/Raipur	9	2%	1	<1%
East	48	9%	20	9%
North	109	21%	38	18%
South	71	13%	29	14%
West	90	17%	39	18%
<b>TOTAL</b>	<b>527</b>	<b>100%</b>	<b>213</b>	<b>100%</b>

For the purposes of analysis, only students who undertook both the pre and post surveys were included. This amounted to a total of 10,543 students (3628 boys and 3336 girls, while 3579 did not disclose their gender). There were a further 2850 students who only took the pre survey while 1215 students only took the post survey. This was mostly as a result of absenteeism and as mentioned, these students were not included in the final analysis. Table 5A in Appendix 2 shows the breakdown of student numbers split by gender and city for the final sample used for analysis.

The 213 schools in the final sample had a range of language mediums for instruction. Table 4 outlines the number of schools with each different medium of instruction.

**Table 4: Number of schools by medium of instruction (Bala Janaagraha schools)**

Language medium	Number of schools
English	147
English and Hindi	3
English and Kannada	6
English and Telugu	1
Hindi	17
Kannada	32
Malayalam	5
Marathi	1
Telugu	1
<b>TOTAL</b>	<b>213</b>

### » Non Bala Janaagraha schools

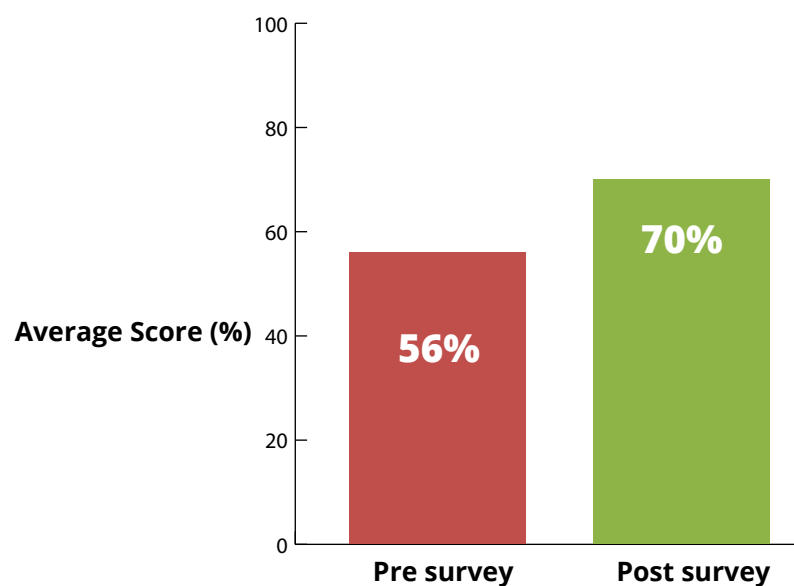
Each of the ten schools sampled completed the pre and post surveys. A total of 239 students across the ten schools completed both the pre and post surveys. A further 98 students completed only one of either the pre or post survey. For the purposes of analysis only the scores of those 239 students who completed both surveys have been included in the analysis.

## Pre and post survey

### ► Analysis

#### » Overall Civic Literacy

The overall civic literacy score across the 213 schools and 10,543 students across India taking part in the Bala Janaagraha programme, increased from 56% for the pre survey to 70% for the post survey. This is an increase of 14% and clearly shows a large increase in knowledge across those students taking part in the Bala Janaagraha programme (see Figure 4).



**Figure 4: Average pre survey and post survey civic literacy scores for all schools/ students in final sample (Bala Janaagraha schools)**

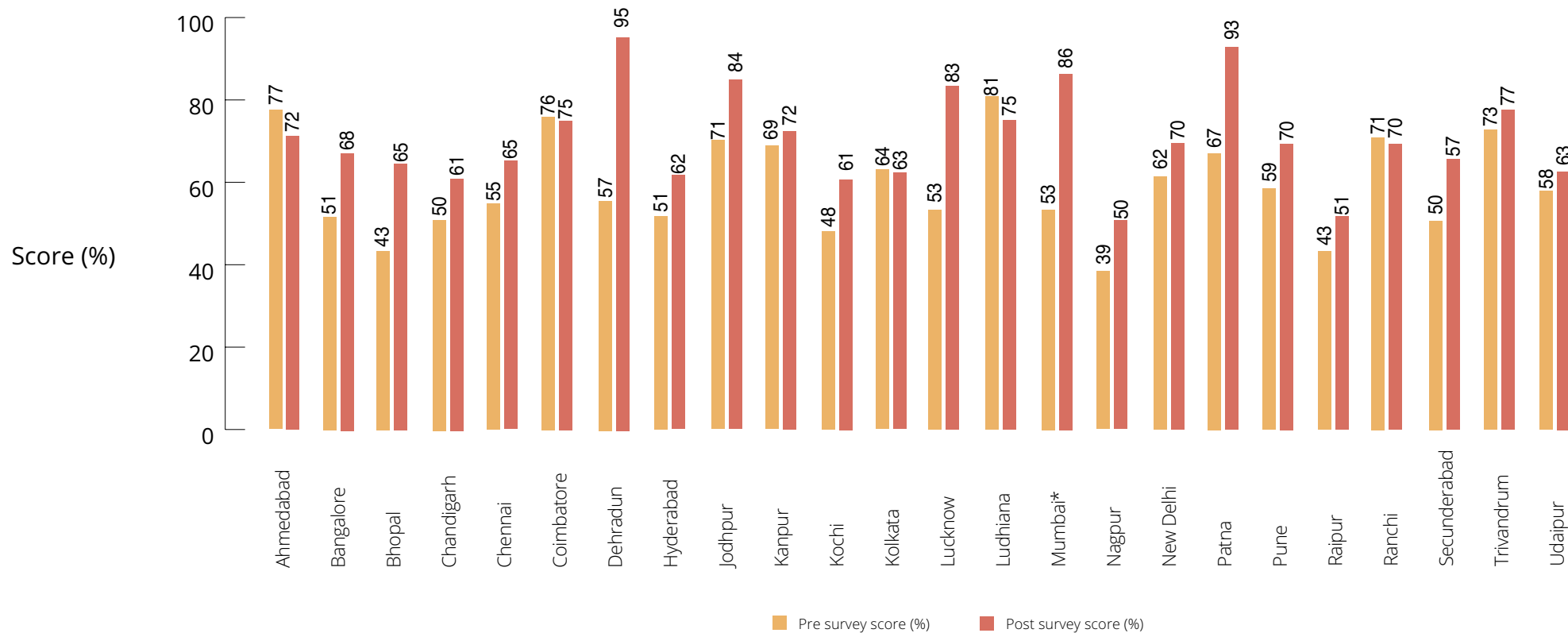
In all but 5 of the cities, civic literacy increased from pre to post survey. The cities where there was a decrease in score were Ahmedabad, Coimbatore, Kolkata, Ludhiana and Ranchi. It must be noted that nearly half of pupils in Ludhiana did not do one or other of the pre or post survey. In fact, only one school was included in the final data as a result. In Ludhiana as well as in the other cities where scores decreased, it must be noted that the pre survey scores were already very high and considerably above average. In fact, except for Kolkata, the other four cities were in the top 5 scoring cities at pre survey (along with Trivandrum). This means there was less room for visible improvement in these cities. The largest percentage increase in score, city-wise, was in Dehradun with an increase of 38%, closely followed by Mumbai\* with an increase of 33% (see Figure 5).

**Figure 5: Pre and post survey percentage scores and difference, by city (Bala Janaagraha schools)**



\* For the purposes of analysis Mumbai & Navi Mumbai have been considered as one city.

## Pre and post survey

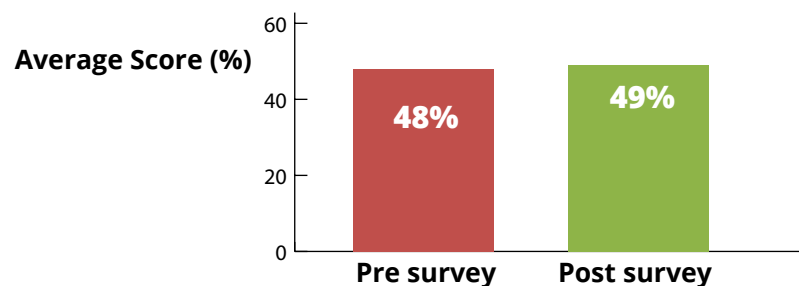


Note: No pre or post surveys were done in Bhubaneswar due to facilitator drop out and the programme not being completed in this city and no post surveys were done in the schools in Jaipur and hence no analysis was done for this city.

\* For the purposes of analysis Mumbai & Navi Mumbai have been considered as one city.

## Pre and post survey

By comparison, the average civic literacy score in the control schools did not really change between pre survey (48%) and post survey stage (49%). The variance was from a -5% to a 7% change in scores (by school). In essence, those students who did not pass through the Bala Janaagraha programme but were studying in the same standard in other schools across Bangalore, did not improve their civic literacy in this time (see Figure 6).



**Figure 6: Average pre survey and post survey civic literacy scores for all schools/ students in non Bala Janaagraha schools (control schools)**

The data shows overwhelmingly that the Bala Janaagraha programme has a very positive impact on the civic literacy of the students who pass through it, in terms of knowledge of topics related to civic education.

### » Civic literacy by language delivery in school

When the data was analysed by language medium of the school, there were some interesting variances in the data. The only school delivering the curriculum in Telugu saw an increase of just three percent while in a school working in Marathi, the increase was the highest, at 42% (see Table 5). However, some caution must be applied as student numbers are very low in these schools (35 and 41 respectively).

**Table 5: Pre and post survey percentage scores and difference, by language medium of the school (Bala Janaagraha schools)**

Language medium	Number of students	Pre survey score (%)	Post survey score (%)	% difference
English	8038	59	72	13
English & Hindi	109	55	64	9
English & Kannada	136	36	52	15
English & Telugu	95	44	63	20
Hindi	494	43	52	9
Kannada	1444	46	68	22
Malayalam	151	48	61	13
Marathi	41	43	85	42
Telugu	35	37	40	3
<b>TOTAL</b>	<b>10543</b>	<b>56</b>	<b>70</b>	<b>14</b>

In the control schools (where Bala Janaagraha was not administered), there was an interesting difference where schools operating in Kannada saw a four percent increase in score while English medium schools saw a decrease of two percent between pre and post survey. This difference is also reflected in the Bala Janaagraha schools to some extent, with Kannada medium schools showing a nine percent larger increase in scores as compared to English medium schools overall. Furthermore, comparing the Kannada medium schools with English medium schools just in Bangalore, the same patterns holds true with Kannada medium schools improving their civic literacy score by 22 percent compared with an increase of 13 percent in English medium schools. It must be noted however, that English medium schools had higher civic literacy scores at pre survey (56%) compared with Kannada medium schools (46%) resulting in the post survey scores being similar (69% and 68% in English and Kannada medium schools respectively). Given the same pattern of increased performance across Bala Janaagraha schools and non Bala Janaagraha schools, it suggests the affect is not driven by the programme itself but something external to its delivery.


















## Pre and post survey

### » Civic literacy by school type

There are some differences in scores when analyzing the data by school type. For those schools part of the Bala Janaagraha program, the government and aided schools showed the largest percent increase in civic literacy (20% and 19% respectively). Private schools and the single M.H.R.D school in the sample showed the lowest increase (see Table 6). The trend is echoed in control schools where scores increased by three and eight percent in government and government aided schools respectively, while decreasing by two percent in private schools. The fact the difference is also there in control schools suggests this is not likely to be as a result of something to do with the Bala Janaagraha programme but something external to its delivery.

**Table 6: Pre and post survey percentage scores and difference, by school type (Bala Janaagraha schools)**

	Private School	Aided School	M.H.R.D School	Govt. School	Municipal School
Number of Students	 7176	 1124	 135	 1480	 628
Pre survey Score (%)	 60	 45	 55	 47	 41
Post survey Score (%)	 72	 65	 65	 67	 57

### » Civic behaviour

As well as being asked a range of knowledge questions, students were also asked whether they had heard of, and participated in, a range of civic activities. Students were asked both at pre survey and post survey and both Bala Janaagraha and non Bala Janaagraha schools were asked.

There was a very noticeable increase in participation across the civic activities (except the Save the Trees Campaign) by those students who had been part of the Bala Janaagraha programme. The average increase in participation across the activities was 8 percent and five percent fewer students had not heard of these activities (on average). This is starkly different to the control group where the net change in participation between pre and post survey was less than one percent (0.7%), (see Table 7). So, very similar proportions of students from the control group participated in these activities at post survey stage as compared with the pre survey. The average percent of students who had not heard of these activities had also decreased in the control group by one percent and knowledge of these activities also increased marginally (0.6%) (see Table 7).

Given the large increase in participation from pre survey to post survey for Bala Janaagraha students, which is not mirrored for control group students, there is a strong indication that it is participation in the Bala Janaagraha programme which has been the reason for this increase. In schools without Bala Janaagraha, more awareness has been cultivated for such events but the Bala Janaagraha programme appears to have been the driver for going one step further and being part of these activities.

## Pre and post survey

**Table 7: Percentage difference in knowledge of and participation in civic activities between pre and post survey (Bala Janaagraha and control schools)**

Civic activity	Percentage difference between pre and post surveys					
	I don't know about such an activity		I know but haven't participated		I have participated in such an activity	
	Bala Janaagraha schools	Control schools	Bala Janaagraha schools	Control schools	Bala Janaagraha schools	Control schools
Save water campaign	-6	-7	-6	6	12	1
Creating awareness on segregation of dry and wet waste	-2	19	-4	-10	6	-10
Save trees campaign	8	3	-5	4	-3	-7
Cleaning the school campus	-5	-4	-1	8	6	-4
Traffic police day celebration	-13	-14	3	16	10	-2
Demonstration of rain water harvesting	-7	-1	-1	-5	8	6
Save electricity campaign/ Switch off light campaign	-5	-7	-3	-1	8	8
Know your city campaign	-15	-9	-1	-1	16	10
Swachh Bharat Abhiyaan	-2	2	-7	-8	9	5
<b>AVERAGE</b>	<b>-5</b>	<b>-1</b>	<b>-3</b>	<b>1</b>	<b>8</b>	<b>1</b>

When the data was broken down by school type it is possible to see that those in private schools who had undertaken the Bala Janaagraha programme showed the highest increase in participation between pre and post survey. In the control group, both knowledge and participation gain were proportionally largest in private schools (see Table 8).

**Table 8: Average % change from pre to post survey in knowledge/participation in civic activities by school type (for Bala Janaagraha and control schools)**

School type	Bala Janaagraha Schools (% difference between pre and post survey)			Non Bala Janaagraha Schools (% difference between pre and post survey)		
	I don't know about such an activity	I know but haven't participated	I have participated in such an activity	I don't know about such an activity	I know but haven't participated	I have participated in such an activity
Private	-6	-4	9	-4	2	1
Aided/Govt. aided	-1	-0.4	2	10	-2	-8
MHRD	-1	-4	6	N/A	N/A	N/A
Government	-5	-1	6	1	-2	1
Municipal	-3	-1	4	N/A	N/A	N/A

## Pre and post survey

When broken down by language medium of the school, it can be seen that the largest increase in participation was in the only Marathi medium school in the sample but fewer than 100 students undertook the Bala Janaagraha pre and post-tests in this language so some caution must be exercised with these findings. Likewise, the lowest increase in participation was in schools that offered instruction in both English and Telugu but having very few of these students in the sample can skew results. Hindi schools seem to substantially increase their participation by fourteen percent (see Table 9). English schools improved in participation more so than Kannada schools in the control group. Kannada and English medium schools increased their participation levels to a similar degree in the Bala Janaagraha schools (see Table 9) and both substantially more than the control group. This highlights that the Bala Janaagraha programme has had a significant impact on participation in civic activities regardless of language medium of delivery.



**Table 9: Average % change from pre to post survey in knowledge/participation in civic activities by language medium of delivery in schools (for Bala Janaagraha and control schools)**

Language medium of school	Bala Janaagraha Schools (% difference between pre and post survey)			Non Bala Janaagraha Schools (% difference between pre and post survey)		
	I don't know about such an activity	I know but haven't participated	I have participated in such an activity	I don't know about such an activity	I know but haven't participated	I have participated in such an activity
English	-5	-3	8	3	-5	2
English and Hindi	-7	-6	13	N/A	N/A	N/A
English and Kannada	-6	9	-3	N/A	N/A	N/A
English and Telugu*	-0.3	-0.3	0.7	N/A	N/A	N/A
Hindi	-8	-6	14	N/A	N/A	N/A
Kannada	-6	1	6	0	-1	-1
Malayalam	0	-2	2	N/A	N/A	N/A
Marathi*	-15	-13	27	N/A	N/A	N/A
Telugu*	14	-33	18	N/A	N/A	N/A

\*Fewer than 100 students were taught in this language medium so findings should be treated with caution.

## Focus Groups

Overall, dialogue in the focus group discussions was overwhelmingly positive, emphasising the engaging and empowering nature of the programme. Students also identified personal challenges they faced, as well as some concerns with the programme

### ***Bala Janaagraha has developed participants' civic knowledge and awareness***



The participants of all four sessions expressed that the content of the Bala Janaagraha programme was useful and enriching to them in a practical way. One participant observed that “We travel on the roads every day but we never know who is taking charge of everything. It makes you realize that it is your responsibility, at the end of the day, to look after your environment”. Similar sentiments were echoed by others, who noted that they did not previously “even know who the corporator was”, that they were merely aware “who was the president, just the general things”.



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### ***Bala Janaagraha fostered learning through action***



one participant stated “action is more important than listening to what we can do”, and another that “it’s important to go to interact with the local government and go to the roads and actually implement our ideas”.

The Civic Project component of the programme inspired much enthusiasm among participants. Through working hands-on, they gained new understandings about their communities and the function of the local government, “what they do, about their problems, even” which they may not have achieved through standard rote-learning activities. Further, they were enthusiastic about the opportunity to act on what they learned:

### ***Bala Janaagraha has taught participants about the importance of systemic change***

The participants’ enthusiasm about their own role contrasts with their perception of the community’s reluctance to participate. “We’ve done the Swachh Bharat Abhiyan and all of that but you see it’s only temporary. The roads will be dirty again tomorrow. So you need to change the people’s mindset, and that’s the only way you can stop them in the first place”. As a result, participants felt sympathetic to the problems of the government - “I thought it was all very easy what they do”, but through the programme he discovered that it was “much more complex”. Overall, through the programme, participants saw first-hand the difficulties of achieving sustainable, systemic change and came to deeper understanding of the different facets of successful policy implementation.



## Focus Groups

### ***Bala Janaagraha has stimulated participants' personal development***



Participants were emphatic about their personal development over the course of the programme. Alongside increasing their awareness about civic issues, they also developed greater confidence in their ability to take ownership of their community and affect change. Throughout the discussions, they consistently expressed that they felt pride in themselves for “recognising (their) responsibility and becoming responsible citizens”. Highlighting the changed mindsets wrought

by the programme, one participant mentioned that they “would not pick up their clothes and take them from here to there” previously, but now they were “working for other people”. Further, several participants highlighted that they felt much more confident in themselves, in their ability to interact “not only with each other, but also the community and the officials”.

They felt especially proud about interacting with government authorities: “what this project has taught us is that (approaching officials) is not scary. Try first, give it a try, and don't be scared of them.” While it may have been perceived as an impediment by others, participants considered their status as children as irrelevant to their own capacities: “In a way, the project taught us what adults can't do.... it's we as thirteen year olds who have that courage to go and speak to them.” On this front, a few participants met a degree of skepticism from families: “they were extremely proud of me after the project, but before the project for some time, they were against it like what nonsense, you'll talk to the corporator?” Likewise, some participants mentioned that parents were worried about exam and study commitments. Nonetheless, “after the project they were proud.”

### ***Bala Janaagraha has fostered participants as active citizens***

Many participants highlighted changed behaviours incurred by the programme, noting that they were taking greater initiative to act “beyond (their) family”, and make a change in their communities. One student explicitly identified the programme as “a base, to climb as a staircase on which we could walk to get a better locality and better community”. They appeared to take on the characteristics of citizenship, consciously identifying as a member of a community. “Bala Janaagraha makes even a student of eighth standard to be like an adult, who is taking part in society, making a change in the issues.” This identity came with a new perspective of society around them and their own role within it – an observation which is especially significant given that in most citizenship literature, children are relegated to the margins as merely proto-citizens, who are not yet relevant as citizens or agents of change. The participants belied this common assumption and were optimistic about their potential to shape the world around them, noting the need for continual action.

### ***Future Improvements***

Students noted the problems of inclusivity: “You should have the government schools also”. They felt that the project is overwhelmingly skewed to favour well-connected, wealthy schools.” We've gone through three competitions and in all three of them, despite the level of the school, all three were in English.” Some students also admitted to not reading the workbook, while others suggested improvements to the layout. “You can order it in a more appealing way, like with bullet points, because it's already pretty deep”. It did not seem to penetrate viscerally, with several participants asking for more visual representation: “Ma'am it is the pictures which stay in our mind for a long time. That's why getting a better visual would give us a better idea of what we should do and all”. One participant felt that the book would be more effective if it included anecdotes or success stories, so a future participant might “read things up and get encouragement – if he can do it, then why can't I?”.

# CONCLUSION



The goal of the Bala Janaagraha programme is to transform today's children into informed, responsible and active citizens with a focus on urban governance and planning. The data shows that the programme is impacting on students in this way.

The civic literacy pre and post survey analysis clearly shows a large increase in knowledge of topics related to civic education as well as a large increase in participation in civic activities in those students who have completed the Bala Janaagraha programme. In control schools these same increases are not seen, providing clear evidence that the Bala Janaagraha programme is the driver for these changes. What was interesting was that control schools did show a slight improvement in their knowledge of civic activities in the academic year of the impact evaluation. This could possibly be due to the launch of the national Swachh Bharat initiative which has captured the hearts and minds of many across India. What is clear about Bala Janaagraha is that it has taken civics to a different level for its students, going beyond just knowledge and inculcating the principles of active citizenship into its participants.

The focus group discussions add further evidence for the impassioned way in which students have embraced the programme ideals, empowering them to lead change in their communities. The students spoke clearly about how profoundly the programme had affected their knowledge and behaviours and how they have shared this fervor with their families and thereby being agents for change in their communities.

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# APPENDICES

## Appendix 1

The number of schools per city (for the four zones with multiple cities) and the associated number included in the sample for the Bala Janaagraha schools are shown in Tables 1A to 4A below. The final column in each table also shows the number of schools included in the final analysis. This constitutes those schools who had students taking both pre and post surveys.

**Table 1A: Total number of schools in each city in the East zone of India, the number to be sampled and the final number included in the analysis**

City	Number of schools in total universe	% of school universe	Number of schools in sample	Number of schools in final analysis
Bhubaneswar	10	2%	4	0
Kolkata	10	2%	4	6
Patna	20	4%	8	8
Ranchi	8	2%	4	6
<b>TOTAL</b>	<b>48</b>	<b>9%</b>	<b>20</b>	<b>20</b>

**Table 2A: Total number of schools in each city in the North zone of India, the number to be sampled and the final number included in the analysis**

City	Number of schools in total universe	% of school universe	Number of schools in sample	Number of schools in final analysis
Chandigarh	10	2%	4	4
Dehradun	10	2%	4	4
Jaipur	10	2%	4	0
Jodhpur	10	2%	4	4
New Delhi	10	2%	4	4
Kanpur	9	2%	4	4
Lucknow	10	2%	4	4
Ludhiana	10	2%	4	1
Udaipur	30	6%	13	13
<b>TOTAL</b>	<b>109</b>	<b>21%</b>	<b>45</b>	<b>38</b>



**Table 3A: Total number of schools in each city in the South zone of India, the number to be sampled and the final number included in the analysis**

City	Number of schools in total universe	% of school universe	Number of schools in sample	Number of schools in final analysis
Chennai	20	4%	9	9
Coimbatore	1	<1%	1	1
Hyderabad	18	3%	8	7
Kochi	10	2%	5	5
Secunderabad	12	2%	4	4
Trivandrum	10	2%	4	3
<b>TOTAL</b>	<b>71</b>	<b>13%</b>	<b>31</b>	<b>29</b>

**Table 4A: Total number of schools in each city in the West zone of India, the number to be sampled and the final number included in the analysis**

City	Number of schools in total universe	% of school universe	Number of schools in sample	Number of schools in final analysis
Ahmedabad	10	2%	4	4
Bhopal	10	2%	4	4
Navi Mumbai*	1	<1%	1	1
Mumbai*	19	4%	8	8
Nagpur	20	4%	9	9
Pune	30	6%	13	13
<b>TOTAL</b>	<b>90</b>	<b>17%</b>	<b>39</b>	<b>39</b>

*\* For the purposes of analysis Mumbai & Navi Mumbai have been considered as one city.*

## Appendix 2

Table 5A shows the breakdown of students split by gender and by city in the final achieved sample for Bala Janaagraha schools.

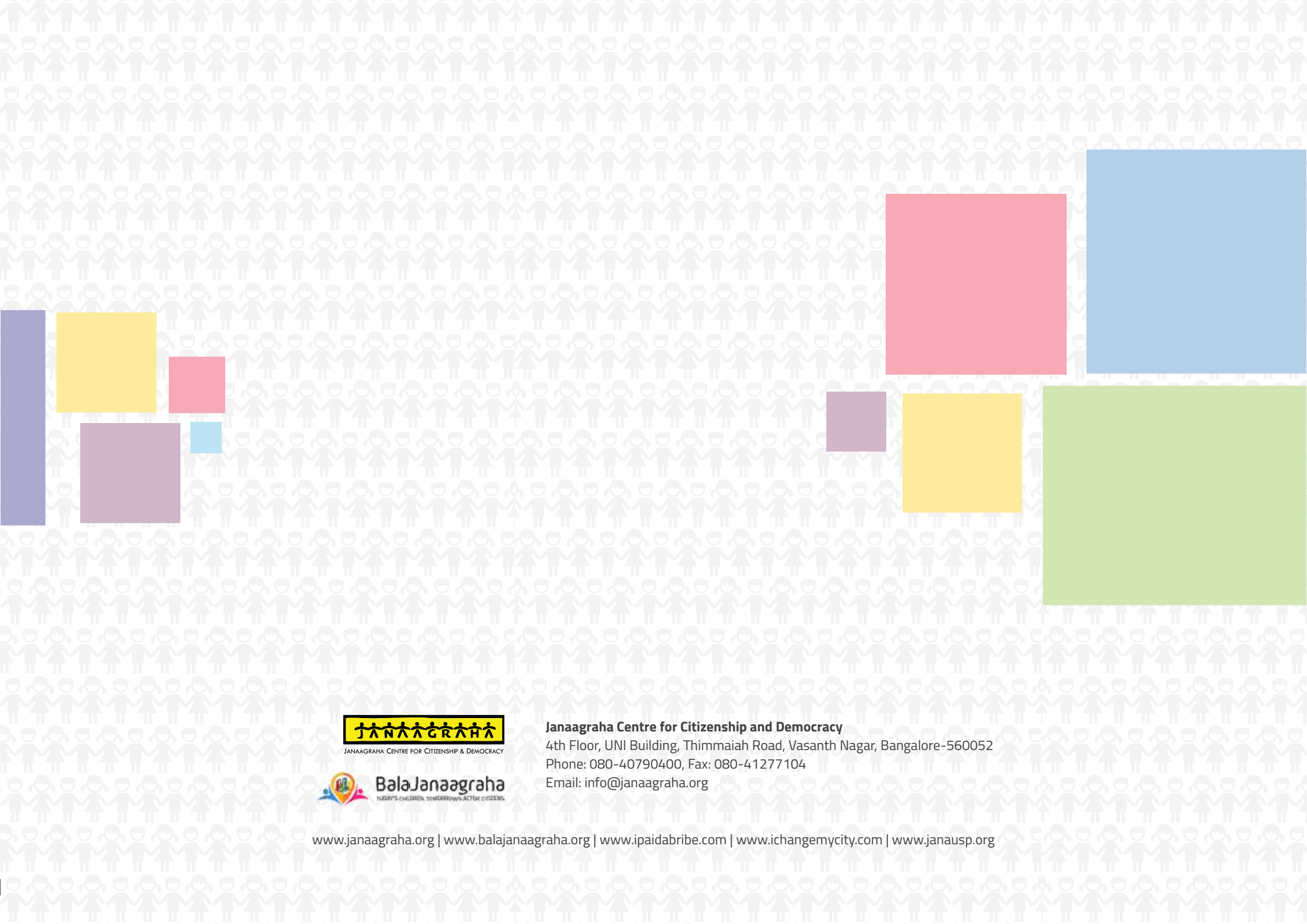
**Table 5A: Number of students (split by gender) in final sample by city**

City/Location	Boys (B)	Girls (G)	Gender NA	Ratio - B:G	Total Students	% Students in Centre
Ahmedabad	87	79	1	110	167	1.6%
Bangalore	1457	1594	657	91	3708	35.2%
Bhopal	133	99	0	134	232	2.2%
Bhubaneswar	0	0	0	N/A	0	0
Chandigarh	42	34	197	124	273	2.6%
Chennai	157	301	1	52	459	4.4%
Coimbatore	0	0	37	N/A	37	0.4%
Dehradun	0	0	384	N/A	384	3.6%
Hyderabad	226	163	57	139	446	4.2%
Jaipur	0	0	0	N/A	0	0.0%
Jodhpur	0	0	76	N/A	76	0.7%
Kanpur	0	0	385	N/A	385	3.7%
Kochi	51	31	69	165	151	1.4%
Kolkata	119	49	114	243	282	2.7%

City/Location	Boys (B)	Girls (G)	Gender NA	Ratio - B:G	Total Students	% Students in Centre
Lucknow	79	48	117	165	244	2.3%
Ludhiana	0	0	122	N/A	122	1.2%
Mumbai*	0	0	414	N/A	443	4.2%
Nagpur	29	76	256	38	361	3.4%
New Delhi	126	81	7	156	214	2.0%
Patna	284	205	0	139	489	4.6%
Pune	413	265	96	156	774	7.3%
Raipur	0	0	28	N/A	28	0.3%
Ranchi	260	169	0	154	429	4.1%
Secunderabad	142	123	19	115	284	2.7%
Trivandrum	23	19	30	121	72	0.7%
Udaipur	0	0	483	N/A	483	4.6%
<b>TOTAL</b>	<b>3628</b>	<b>3336</b>	<b>3579</b>	<b>109</b>	<b>10543</b>	<b>100%</b>

\* For the purposes of analysis Mumbai & Navi Mumbai have been considered as one city.





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