



[www.opcr.org](http://www.opcr.org)

Produced and compiled  
by the Organization for  
the Protection of  
Children's Rights,  
Mumbai

901B, Emgee Greens,  
Indiasteelex, complex,  
M.T.V. Road, Wadala  
(E), Mumbai 400 037,  
India

Tel: +91 22 32562807

Email:

[roshniudyavar@gmail.com](mailto:roshniudyavar@gmail.com)

### Head Office

5167 Jean-Talon,  
Suite 370  
Montreal, Quebec,  
Canada

HIS 1K8

Tel: (514) 593-4303

Fax: (514) 593-4659

Email: [ficcaa@osde.ca](mailto:ficcaa@osde.ca)

### Editorial Team:

Ricaardoe Di Done

Angela Ficca

Roshni Udyavar

ISSN 1729-8997

(Online Edition)

### Inside . . .

2 Sustaining School  
Based Services -  
Insight from New  
Mexico

5 Book Review

6 Right to Educa-  
tion Act: A Long  
Walk Ahead

8 UNICEF Update  
on Sanitation &  
Drinking Water

# Children Speak

Vol. 10, No.40, May June 2010

A Newsletter of the Organization for the Protection of Children's Rights

## Message from the President

The summary of a Round Table organized in Albuquerque, New Mexico, presents the challenge of Sustaining School-based services such as school-based health care, social services and extending learning opportunities. The project of Elev8 in New Mexico is taken up by full-service community schools combining education with youth development best practices to ensure that young people are prepared to learn and succeed. This kind of investment, will, in the long run, ensure a physically and mentally healthy and sustainable society.

Two book reviews - both on child empowerment from two different parts of the world - are reviewed. Empowering Children, pathway to citizenship, is based on educating children about their basic rights but also of advancing education about democratic principles and the practice of citizenship. The second book on Experiencing Girlhood, released in March 2010 is based on the life of girls in the slums of Mumbai.

We continue our emphasis on education with India in focus having recently passed the Right to Education Act 2009. Child Rights and You (CRY), an organization working on child rights in India for

the last 30 years, presents a case for more serious efforts from the government towards education.

According to Puja Marwaha, CEO, CRY, the Right to Education Act 2009 should be extended to include education of toddlers as well as up to the age of 18 years. Moreover, there is need for analyzing the high drop-out rate of school students in India which is dependent on not just minimum facilities as stated in the Act, but better quality of learning place and learning material.

Lastly, the UNICEF update on Water & Sanitation in countries and regions around the world is presented in its latest report 'Progress on Sanitation & Drinking Water Update 2010'. The report cites two reasons - water based and water washed disease transmission. In the report, the WHO estimates the economic gains per \$1 invested in water supply and sanitation to range from \$5 to \$28.

We look forward to your feedback on this Issue of Children Speak and hope that it will bring hope to organizations working for our children's future. ■



Ricaardoe Di Done



# Sustaining School-based Services

## INSIGHTS FROM NEW MEXICO'S INTEGRATED SCHOOL-BASED SERVICES

Ashleigh Collins, M.A., David Carrier, J.D., Kristin Anderson Moore, Ph.D., and Renee Paisano-Trujillo

...a case study on implementing and sustaining integrated school-based services.

Practitioners, school leaders, and policymakers serving the needs of youth and their families in New Mexico gathered in Albuquerque in June 2009 for four Roundtable discussions on sustaining integrated health, extended learning, and other social services in middle schools across the state that are a part of the Elev8 New Mexico initiative. Elev8 New Mexico sites function as full-service community schools combining educational and youth development best practices with in-house health, extended learning, and social services to assure that young people are prepared to learn and succeed. Roundtable participants cited

numerous benefits of integrated school-based services, which they felt contributed to increased school engagement and academic performance among students and enhanced parent and family involvement in the schools. Participants also noted challenges to implementing school-based services, such as managing additional staff responsibilities, addressing high staff turnover, and allowing sufficient time to plan and implement the services. Finally, participants identified several strategies for improving and sustaining integrated school-based services, including sharing success stories and best practices for service integration, improving staff training, and strengthening data collection and evaluation.

This statewide initiative is part of a larger national effort to bring together middle school students' extended learning, comprehensive school-based health, and direct family supports into a comprehensive and holistic program. Each middle school involved organizes services differently.

**WHAT ARE INTEGRATED SCHOOL-BASED SERVICES?**



For the purposes of this paper, *integrated school-based services* refer to comprehensive services within a full-service community school setting. These services currently include school-based health care, social services, and extended learning opportunities. *Extended learning* generally describes varied and supervised activities designed to promote learning and positive child and youth development beyond the offerings of the traditional school day. This model of co-locating comprehensive services with intentional integration in the school setting is referred to as the *full-service community school* model.

### Benefits & Challenges to implementing integrated School-Based Services:

The New Mexico Community Foundation and Child Trends collaboratively hosted the Roundtable discussions, where participants noted several benefits and challenges to implementing integrated school-based services. Among the benefits identified by the Roundtable participants:

#### **Increasing students' school engagement.**

Students' involvement in sports, the arts, and other out-of-school activities increased their

**“Education has for its object the formation of character.”**

**- Herbert Spencer**  
English philosopher (1820 - 1903)

school engagement as well as extended their learning. Participants also reported that integrated services addressing the students' family housing needs removed barriers to students' school participation. One participant shared that housing support provided through school-based services decreased the student transiency rate from nearly 300 students leaving during the previous school year to 70-80 students leaving in the current year.

#### **Improving students' academic performance.**

The alignment of out-of-school time programs to in-class content contributed to students' academic success. One participant noted that teachers periodically commented on students' improved mastery of science concepts following outdoor extended learning expeditions and students' strengthened math and reading skills after receiving additional support during out-of-school time.

**Providing school-based health care** served not only students, but their siblings and teachers. One participant felt that "health was a big issue to connect families in our communities even more" to school goals.

#### **Contributing to positive child and youth development.**

Roundtable participants reported that the integrated services model of working with community partners, such as local community colleges and nonprofit organizations, offered important support to students and their families. As a result, participants found that more students planned to attend college; those in need received clothing; and students were engaged in positive out-of-school time activities rather than becoming involved in gang activity. They also noted that as a result of integrated services, students were more academically prepared, more secure in their identity, and healthier (mentally and physically).

**Enhancing parent involvement.** Increased parent and family involvement was identified as another benefit of integrated school-based services. The goal of one school was to increase parent involvement by 20% the year integrated services were implemented. The school superseded their projected goal by over 300%, attracting 460 families to participate in school activities. Parents in one school were given the opportunity to teach courses; at another school, a Parent Ambassador kept parents informed about school happenings; and parents mentored or found other ways to volunteer at out-of-school time programs at another school. The benefits of integrated school-based services was found to outweigh the challenges some of which are:

#### **Managing additional staff responsibilities.**

Roundtable participants reported that

integrated services increased their job responsibilities. For example, health practitioners struggled to balance time spent providing health care to students and their families with attending integrated service planning meetings.

#### **Establishing and maintaining strong partnerships.**

The complexity of building and maintaining strong relationships with service partners was also noted. Participants found communicating with school staff, service providers, and the community like "trying to bridge cultures [and] languages." They reported that partnership-building was made more challenging by staff turnover and the occasional school staff members who were disinterested in becoming involved in integrated services, anticipating that services would be a short-term program like some school programs of the past.

**Addressing high staff turnover.** Frequent staff turnover interfered with service implementation. For instance, some service components were staffed by AmeriCorps members who generally served for a year before moving on. Similarly, participants noted that there was frequent turnover in school leadership as well. As a result, new school administrators were often not aware of available integrated services, implementation procedures, or existing service partnerships. Participants expressed frustration over investing time and effort into staff-building and professional development only to experience staff attrition soon after.

**Allowing sufficient time to implement school-based services.** Participants agreed that effectively implementing an integrated service model requires time. Some participants felt that sites needed a minimum of three years of financial support and time to plan and deliver integrated services and share their outcomes.

### **Strategies for improving and sustaining integrated School-based Services**

**Share "success stories" for integrated school-based service implementation.** Roundtable participants reported that sharing accounts of the positive effects of integrated services on students, their families, and the greater community strengthened service evaluation data. Policymakers, in particular, found putting a "face" on the students and families behind service evaluation statistics was compelling to the philanthropic, business, and government communities.

**Identify and share best practices regarding service implementation.** While participants noted that they received occasional information-sharing opportunities during



Students of Rachana Sansad, Mumbai participate in a tree plantation activity in Pune

leadership meetings, they thought that a more deliberate effort to collect and disseminate service implementation best practices among practitioners would be helpful. Participants anticipated that having access to effective implementation practices would enable service providers to avoid ineffective practices and strengthen their existing implementation strategies.

**Plan for student, school, and community differences.** Roundtable participants noted that differences in student and community populations across school sites resulted in different service needs. Accordingly, participants felt that school sites and service providers should consider community, school, and student populations when planning and implementing integrated school-based services. For example, participants thought service providers should offer services for siblings, grandparents, and other extended family members where they are actively involved in the students' lives.

**Improve staff training.** The Roundtable participants felt that service staff could benefit from improved professional development training, including:

- o Training in child and youth development asset-based thinking to help staff view youth positively.
- o Instruction on the effective implementation of integrated services to prepare staff to offer services in collaboration with other integrated service providers.
- o Information on how to obtain student information (such as health records) to improve service delivery without violating student privacy standards.

- o Due to frequent staff turnover, ongoing training to ensure staff members are aware of service offerings, implementation protocols, and program goals.

**Create a seamless bundling of services.**

Participants thought that students and families could benefit from a more “seamless bundling of services,” where each service provider was familiar enough with other service offerings to refer students appropriately. For example, one participant shared that the Family Resource Center and school administrative staff worked together to correct a student’s attendance records and to refer students with physical impairments that interfered with their school work, such as poor eyesight, to the proper service providers. Participants felt that a seamless integration of services would maximize the use of services and better equip students to focus on school work and meet school goals.

**Strengthen data collection and evaluation.**

Roundtable participants reported that in order to receive support from policymakers, funders, and the community, it was necessary to demonstrate that integrated services resulted in student achievement and community development. Participants felt that sharing the results of service evaluations would be among the best ways to demonstrate positive outcomes. Participants requested additional strategies for collecting evaluation data.

**CONCLUSION**

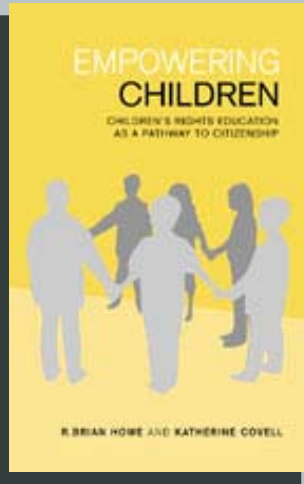
Practitioners implementing Elev8 integrated school-based services in New Mexico were generally positive about the approach and success so far. They stressed that this is a work in progress and that implementing full-service community schools is an evolutionary process. Their insights can not only inform other integrated school-based services, but also promote awareness and continued discussion on effective strategies for serving children, youth, and their families.

**REFERENCES**

- 1 Grossman, J. and Vang, Z. (2009). The case for school-based integration of services: Changing the ways students, families, and communities engage with their schools. Philadelphia, PA: Public/Private Ventures. Available on August 17, 2009, [www.ppv.org](http://www.ppv.org)
- 2 Collins, A., Moore, K.A., and Paisano-Trujillo, R. (2009). Implementing school-based services: Strategies from New Mexico’s school-based health & extended learning services. Washington, DC: Child Trends. Available at: [www.childtrends.org/Files/Child\\_Trends-009\\_01\\_01\\_PI\\_NewMexicoServices.pdf](http://www.childtrends.org/Files/Child_Trends-009_01_01_PI_NewMexicoServices.pdf).
- 3 Grossman, J. and Vang, Z. (2009)
- 4 National Governors Association Center for Best Practices. (2005). Supporting student success: A governor’s guide to extra learning opportunities. Washington, DC: National Governors Association Center for Best Practices. Available on August 17, 2009, at: [www.nga.org](http://www.nga.org)

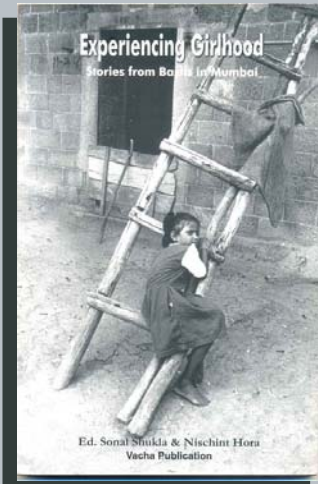
# Empowering Children

## CHILDREN'S RIGHTS EDUCATION AS A PATHWAY TO CITIZENSHIP



By R. Brian Howe  
and Katherine  
Covell  
University of  
Toronto Press Inc.  
2005  
World Rights 260pp  
/ \$45.00 CDN  
ISBN: 0802038573

Ed Sonal Shukla &  
Nischint Hora  
VACHA  
Publication, March  
2010



Approved by the General Assembly of the United Nations in 1989, the United Nations Convention on the Rights of the Child affirms that children in all countries have fundamental rights, including rights to education. To date, 192 states are signatories to or have in some form ratified the accord. Children are still imperilled in many countries, however, and are often not made aware of their guaranteed rights.

In *Empowering Children*, R. Brian Howe and Katherine Covell assert that educating children about their basic rights is a necessary means not only of fulfilling a country's legal obligations, but also of advancing education about democratic principles and the practice of citizenship. The authors contend that children's rights education empowers children as persons and as rights-respecting citizens in democratic societies. Such education has a contagion effect that brings about a general social knowledge on human rights and social responsibility.

Although there remain obstacles to the implementation of children's rights in many countries, Howe and Covell argue that reforming schools and enhancing teacher education are absolutely essential to the creation of a new culture of respect toward children as citizens. Their thorough and passionate work marks a significant advance in the field.

R. Brian Howe is a professor in the Department of Political Science and co-director of the Children's Rights Centre at Cape Breton University (CBU). Katherine Covell is a professor in the Department of Psychology and co-director of the Cape Breton University (CBU) Children's Rights Centre.

*Experiencing Girlhood: Stories from Bastis* (slum settlements) in Mumbai, is a publication of VACHA, originally a women's resource centre which started working with youth from deprived communities in 1995. With priority on girls in early adolescence, an action research was conducted, which set the stage for the establishment of a resource centre for their empowerment through education. Today, VACHA has eleven such centres six of which are dedicated to girls.

The book edited by Sonal Shukla and Nischint Hora, contains stories related to the girls who became part of these centres as also others whom the centre approached in the bastis where their faith in learning and education were re-ignited by the Program despite the hard work they were involved for daily survival. Through the narratives of Vidya, Alka, Bunty, Rama and several others, we are brought to witness the tough life in the Bastis, the day to day rigours of existence and the problems of discrimination and lack of opportunities that girls face at every level – family, school and society at large.

*Experiencing Girlhood* brings us face to face with girls who despite all hindrances, struggle for their right to education, good health and good life. The book also provides boxes of information on statistics related to infant mortality, school drop-outs and lack of adequate nutrition with respect to adolescent girls.

### Book Review

# Right to Education Act: A Long Walk Ahead

By Puja Marwaha, CEO, Child Rights and You (CRY)  
[www.cry.org](http://www.cry.org); [bidisha.fouzdar@crymail.org](mailto:bidisha.fouzdar@crymail.org)



School children in Himayatnagar Taluka, Maharashtra, at a government school revived by the efforts of the village community, SIPRA and CRY together

It's 60 years too late and still, the 2009 Education Act leaves out half of India's children.

Twenty seven year-old Sushila lives in a Bhandup slum, in a shack within spitting distance of Mumbai's busy railway tracks. She is mother to two daughters, aged 12 and 3 and works as a domestic help in a high-rise residential building. "Where I work, they live in such great comfort that they have running water in taps!" exclaims Sushila, for whom collecting drinking water is a hazardous walk through a drainage nullah to collect water from a leaking pipeline – no tap. Along with her neighbours, Sushila has petitioned the local authorities repeatedly for drinking water taps and electricity, to no avail. "Since our slum is unauthorized, we are supposed to live without water and electricity," she says despondently, leaning against rough tin sheets that serve as

her home walls. "I can live without these basics even. What I can't bear is that there are absolutely no facilities for my children."

As per policy, Sushila's slum is entitled to an anganwadi – a government nursery, which provides all 3-6 year olds a safe place to play, learn from government-appointed teachers and get a free midday meal. It also qualifies for a quality school for her elder one. But since the slum is 'unrecognised', vital support systems are withdrawn, even if those who lose out are too young to demand their rights.

Sixty years after Independence, the Right of Children to Free and Compulsory Education Act 2009 finally guarantees education for all children between 6-14 years as a fundamental entitlement – a legally binding obligation. The right comes as a ray of hope for India's children. But by introducing an age limit, the Act excludes about 220 million children from its

protective net. Children left out of the Act include Sushila's toddler – children who need to attend nursery school, which shapes the most vital period of a child's development. The government's anganwadi scheme (the ICDS Scheme) is not legally enforceable and despite a 2006 Supreme Court order that a centre be made available "on demand" and one centre per 300 people, the coverage is sporadic. Since it is the only option available to millions of poor to feed and educate their little ones, not including pre-schoolers in the Act, has serious repercussions.

The Act also completely ignores children in the 14-18 years age group.

On a visit to Bolangir, one of Orissa's poorest districts, I met 14-year-old Shyam. His mother earns a paltry Rs. 25 a day and his father was forced out of work when he contracted the dreaded tuberculosis.

But this did not daunt Shyam. Along with his friends, he formed a children's club and lobbied the local authorities for better facilities. With sustained advocacy, their local school now works well, the teacher comes every day on time, and all the village amenities such as a public health care centre, livelihood schemes and ration shops function properly. But all this strength of purpose notwithstanding, the state will not take care of Shyam's schooling beyond Class 8. And so, Shyam's right to

education, in effect, will be a much reduced right to literacy alone, denying him the opportunity to break the cycle of poverty he is in.

On paper, India's primary school enrolment rate is an impressive 94.5 percent. But our dropout rate is as noteworthy – over 46% of all elementary school-going children drop out between grades 1-VIII. What this underlines clearly is that the Act will be meaningless if we do not ensure quality education for all up to 18 years of age. The minimum standards defined in the 2009 Act for quality teaching, school

infrastructure and facilities such as drinking water, toilets and classrooms are not adequate given that the current situation of government schools is so poor.

Educationists avow that small things make a difference to the outcomes of education. For instance, if girls do not have a separate toilet, after a certain age they stop attending school. Specifying quality parameters and backing them with funds and additional resources would go a long way in retaining children in school.

Which brings us to the strategic imperative. No country in the world has been able to reach universal education without government funding. An overwhelming 80-85 percent of children attend government schools in India. Yet, education budgets were actually reduced from 3.84 percent in the 2008-2009 Union

budget down to 3.03 percent in 2009- 2010. Even with the increased budget of 31,200 crores this year, the 2009 Act is heavily under-funded.

The goal of a world where every child will have the right to free, quality education is achievable. For that, at the very least, the government must expand the provisions of this Act to live its full potential: First, by including all children – those below 6 and between 14-18 years of age in the Act; by ensuring a quality school with qualified teachers and proper facilities within 1 km of

any habitation and investing a minimum of 10 percent of the GDP to education in India. Because if we have to make education a right, we need to take both planning and implementation seriously.

*Puja Marwaha is CRY's CEO. CRY partners with 200 small grassroots NGOS, over 2 lakh individual donors and select corporate houses to raise resources and awareness for children's rights. In all, we touch the lives of nearly 7 lakh children in 240 slums and villages across the country each year. Visit us at [www.cry.org](http://www.cry.org) or email us at [bidisha.fouzdar@crymail.org](mailto:bidisha.fouzdar@crymail.org) ■*

**On paper, India's primary school enrolment rate is an impressive 94.5 percent. But our dropout rate is as noteworthy – over 46% of all elementary school-going children drop out between grades 1-VIII. What this underlines clearly is that the Act will be meaningless if we do not ensure quality education for all up to 18 years of age.**

# Sanitation & Drinking Water

UNICEF Progress Report on Sanitation & Drinking Water 2010

**A**ccess to adequate water supply is a fundamental need and human right. The lack of access to adequate water contributes to deaths and illness, especially in children. Access to water also means that the considerable amount of time women and children spend for fetching water could be spent more effectively on other tasks, improving their economic productivity, a key component in poverty alleviation efforts.

The WHO estimates the economic gains per \$1 invested in water supply and sanitation to range from \$5 to \$28 depending on the level of services offered and the region. Major benefits are gained from less time spent being ill; significant savings could be made in health sector and patient costs due to reductions in the prevalence of diarrhoeal diseases and the value of prevented deaths.

## Principal transmission routes of disease

**Water based disease transmission** by drinking contaminated water is responsible for significant outbreaks of faecal-oral diseases such as cholera and typhoid and include diarrhoea, viral hepatitis A, cholera, dysentery and dracunculiasis (Guineaworm disease).

**Water-washed disease** occurs when there is a lack of sufficient quantity for washing and personal hygiene, which facilitates, among others, the spread of skin and eye infections e.g. trachoma.

**Diarrhoea** is the most important public health problem affected by water and sanitation and can be both waterborne and water-washed. Hygiene promotion which includes the simple act of washing hands with soap and water can prevent one third of diarrhoeal disease and is therefore key in the prevention of waterborne diseases.

## References

- UNICEF and WHO, *Progress on Drinking Water and Sanitation: Special Focus on Sanitation*, 2008
- Meeting the MDG drinking water and sanitation target: the urban and rural challenge of the decade*, 2006
- Progress for Children: A Report Card on Water and Sanitation*, 2006



## PROGRESS ON SANITATION AND DRINKING-WATER

2010 UPDATE



### Most frequent diseases related to poor water supply and sanitation

**Diarrhoea:** About 4 billion cases of diarrhoea per year cause 2.2 million deaths, mostly among children under five.

**Intestinal worms:** infect about 10% of the population of the developing world and, depending upon the severity of the infection, lead to malnutrition, anaemia or retarded growth, and deminished school performance.

**Trachoma:** About 6 million people are blind from trachoma, a disease caused by the lack of water combined with poor hygiene practices. Studies found that providing adequate water supply could reduce the infection rate by 25%.

**Schistosomiasis:** About 200 million people are infected with schistosomiasis, of whom 20 million suffer severe consequences. Studies found that adequate water supply and sanitation could reduce infection rate by 77%.

**Cholera:** is a world-wide problem, especially in emergency situations, that can be prevented by access to safe drinking water, sanitation and good hygiene behaviours.