



NATIONAL ALLIANCE
OF GRASSROOTS NGOS
A Butterflies Initiative

Alliance News

July– August 2021

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Dear Friends,

We are happy to share July - August 2021 issue of the NAGN e- newsletter. This bi monthly Newsletter decided to focus on the initiatives taken by our NAGN -Alliance partners and also sharing information on relevant subjects which could help the population we are working with.

Hope you will find the articles selected for the newsletter useful and informative. We are requesting all members to send write-ups on their initiatives, innovations and social actions for publishing in the next issue of e-newsletter. NAGN members' write-ups will enhance our knowledge and facilitate collective learning.

Sincerely yours,

Moushumi Baruah
National Coordinator

Initiatives and actions of our NAGN Alliance partners during Pandemic 2021

Hamara Foundation completed 32 years this July 2021. It was established on 4th July, 1989. They didn't celebrate their Foundation Day this year as due to Pandemic many lives were lost this year including their colleague Dr Ashok Mehta.

Family is a place where a child flourishes and gives direction to his/her life. And the first family for any child is his/her parents. The love and affection of parents cannot be compared with anything in this world. At these difficult times of Covid, the children showed a gesture to thank their parents through their own hand-made greeting cards on the occasion of *Global Parents Day*. Pratigya celebrated parents day at all cooperative centres located in the villages and slums of their contact areas



Pratigya which has been working for the betterment of the needy children and youth of Ranchi and Khunti for 14 years, on 20th July, 2021, distributed Pratigya Education Vouchers among 120 children. This year the organization concluded its 15th voucher distribution program in which the Chairman of Jharkhand Public Service Commission Shri Amitabh Chaudhary and JSCA Vice President Shri Ajay Nath Shahdeo were present as the chief guests. The program was completed in the courtyard of Birsa Shiksha Niketan, Jagannathpur where following the instructions of Covid. CSSC MUMBAI conducted – Self Defence Training Programme for an hour with 60 children of our branches. Children enjoyed a lot and learnt how to defend yourself in case of kidnapping attempt. Nutritious snacks like milk and Bananas were given to them at the end of session. Fancy dress competition too was held where the children of CSSC participated



Children from Pratigya participated in an event- describing the journey of postcards, inland letters to email. An information that is unknown to many of our children today. The children enjoyed it very much.

Independence Day celebration by NAGN Partners



75th Independence Day was celebrated by all the partners in a different way, whether by participating in drawing ,dance, skit competition.

Rising against child marriage



Pledges of Rise against Child Marriage were sworn by more than 2000 dignitaries, community leaders, youth and children in a single day at Ranchi initiated by Pratigya

Future of inequitable education – post pandemic

The future of education and true equity in education is dependent on the recognition of our students as individuals who learn in different ways and at different speeds. Equity goes beyond accessibility and considers each student as an individual who deserves to have joy of learning and attaining a quality education that will serve them well throughout all stages of their lives. The foundation of equity in education is accessibility. If all students are not able to access the same level of resources,



there can be no true equity in education. If we want all children to succeed there must exist a level playing field. In order to achieve this level of parity, there must be an agreement on goals, techniques, and educational systems. Since the country's independence in 1947, the Indian government sponsored a variety of programme to address the problems of illiteracy in both rural and urban India. SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms to provide quality elementary education including life skills as well as computer education with special focus on girls and children with special needs. In collaboration with different grassroots NGO's, SSA started pilot projects in various cities such as mobile schools to enrol out of school children from marginalize communities & urban poor to enrol them in schools in order to build equity education among all.

Even at present time, one of every five children from marginalized communities does not reach basic minimum level of skills to function in today's societies (indicating lack of inclusion). Students from low socioeconomic background are twice as likely to be low performers, implying that personal or social circumstances are obstacles in achieving their educational potential (indicating lack of fairness). Lack of inclusion and fairness fuels school failure, of which dropout is the most visible manifestation – with 20% of young adults on average dropping out before completing secondary education. Various research by academicians has conclusively demonstrated that children's social class is one of the most significant predictors—if not the single most significant predictor—of their educational success. Moreover, it is increasingly apparent that performance gaps by social class take root in the earliest years of children's lives and fail to narrow in the following years. Therefore, children who start behind stay behind—they rarely able to make up the lost ground whereas children from privileged parts of society with the support of their family and surroundings are able to achieve higher education, however, children from lower economic background faces challenge to reach higher education status. Members of higher social classes tend to be better educated and have higher incomes, they are more able to provide educational advantages to their children as well. Educational inequality is one factor that perpetuates the class segregation across generations. Even, at present conflict theorists do not believe that public schools reduce social inequality. Rather, they believe that the educational system reinforces and perpetuates social inequalities that arise from differences in class, gender, race, and ethnicity. The fulfilment of one's education is closely linked to social class.

COVID-19 has affected a large number of students across all states, class, caste, gender and region. The shutting down of schools and the decision of shifting traditional classrooms to digital platforms is not only increasing learning inequality among children, but also pushing a large number of children out of school due to the digital divide. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their school shuts down. This crisis has exposed many inadequacies and inequities in our education systems – from need for amenities including but not limited to, access to internet and computers for online education, and the supportive environments needed for focused learning.

The lockdown in response to COVID-19 have interrupted conventional schooling with nationwide school closures .While the educational community have made concrete efforts to maintain learning continuity during this period, children and students had to rely more on their own resources to continue learning remotely through the Internet, television or radio. Families from lower economic background or migrant labors move back to their native villages and this lead to drop out of most of the children from schools both in primary and secondary level.

Since Independence educational inequality in India could be seen through unequal distribution of academic resources, including but not limited to; school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. These communities tend to be historically disadvantaged and oppressed and post pandemic those who were marginalized, are now even more at risk. Intersectionality with poverty, gender, ethnicity, age, disability or other identities can result in multiple forms of discrimination and exclusion.

Source: https://en.unesco.org/sites/default/files/education_in_a_post-covid_world-nine_ideas_for_public_action.pdf

Child nutrition and COVID-19

The statistics and analyses presented on the UNICEF data website pre-date the COVID-19 pandemic. Even without the added impact of the pandemic, they already make clear that the world is not on track to meet Sustainable Development Goal 2 to end hunger and all forms of malnutrition. Today, more vulnerable children are becoming malnourished due to the deteriorating quality of their diets and the multiple shocks created by the pandemic and its containment measures. Efforts to mitigate the transmission of COVID-19 are disrupting food systems, upending health and nutrition services, devastating livelihoods, and threatening food security. As of July 2020, an estimated 370 million children are missing school meals. With these added shocks, children's dietary quantity and quality are expected to deteriorate below the already poor situation that existed pre-COVID-19, when only 29 per cent of children aged 6 to 23 months were fed a minimally diverse diet and only 53 per cent received the minimum meal frequency.



In July 2020, UNICEF, with the Food and Agricultural Organization, the World Food Programme and the World Health Organization issued a call to action in The Lancet, warning of the pandemic's potential to worsen the pre-existing crisis of malnutrition and tip an additional 6.7 million children over the edge to become wasted during its first year. This is in addition to the 47 million children affected by wasting and 144 million affected by stunting in 2019 before the pandemic, according to the 2020 Joint Malnutrition Estimates.

Malnourished children have weakened immune systems and may face a greater risk of dying from COVID-19. At the same time, it may be more difficult for these children to access the treatment and care they need to survive and thrive. UNICEF country offices reported a 30 per cent decline in overall coverage of services to improve nutrition outcomes for women and children in the early months of the pandemic, and alarming reductions of 75 to 100 per cent under lockdown contexts.

Coverage of other essential nutrition services for children and women may also be affected as a result of COVID-19 transmission mitigation efforts. For example, it was recommended to suspend mass campaigns for vitamin A supplementation in the first months of the pandemic, which may affect coverage in 2020. However, as part of The Lancet five-point call to action in July, UNICEF and partners recommend that services for the early detection and treatment of child wasting be re-activated, and that preventive services, such as vitamin A supplementation, micronutrient supplementation for pregnant and breastfeeding women be maintained and scaled-up, while minimizing risks.

Source: <https://data.unicef.org/topic/nutrition/child-nutrition-and-covid-19/>

NAGN Members

Assam- Snehalaya Centre for Child Rights	Kerala- SHREYAS Social Service Centre
Gujarat- Centre for Development	West Bengal- Hope Kolkata Foundation
Bihar- Mahila Development Centre, Sarthi, Amar Trishala Seva Ashram	Orissa- Open Learning Systems, UNNAYAN, Sadbhabana
Delhi- Butterflies, Don Bosco Ashalayam, Salaam Baalak Trust, Alamb, Udayan Care	Uttar Pradesh- Diocesan Development and Welfare Society (DDWS), J.N. Bal Nikunj Samiti, Satyakam Manav Seva Samiti
Maharashtra- People's Institute of Rural Development, Salaam Baalak Trust, Hamara Foundation	Jharkhand- Adarsh Sewa Sansthan, Lok Chirag Sewa Sansthan, Pratigya
Jammu & Kashmir- Leh Nutrition Project, Koshish	Rajasthan- Gareeb Navaz Mahila Avam Bal Kalyan Samiti, Jan Kala Sahitya Manch Sanstha

We look forward to your feedback and suggestions, Do write to us at-

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To know more about NAGN [click here](#)
