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Missing Awareness & Safety School Program
MASSp

Project Report - Sundarbans

Blocks: Kultali & Joynagar I & 2

(DEC'21 TILL JUNE'23)

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I. Executive Summary

MASSp, developed by Missing Link Trust, is a pioneering safety awareness program for adolescents, addressing issues such as child safety and exploitation through immersive audio-visual modules. Implemented successfully in diverse regions of India with strategic partners, the program has shown positive shifts in participants' knowledge and attitudes. Despite challenges during the pilot, including technical glitches and scheduling delays, MASSp's impact is evident in participant feedback and psychometric assessments, highlighting its potential to enhance safety skills among adolescents.

II. Introduction: About the MASSp Project

Our flagship program, **Missing Awareness and Safety School program (MASSp)** developed by Missing Link Trust (MISSING) is a first-of-its-kind safety awareness program that is designed to address personal safety and empowerment of adolescents. The program focuses on **Child Safety**. It's a fully audio-visual program that engages with **adolescents** to raise awareness of sex abuse and exploitation, by using compelling narratives, art and technology for immersive experiential learning. The program is geography & class-agnostic and has been designed to be relevant for every adolescent in the country.

The program is currently available in English, Hindi and Bengali, and can be implemented both online and offline. At the end of the program, we provide a **Monitoring & Evaluation report** based on **psychometric assessments** designed by psychologists and filled by learners.

III. Outreach Summary

Area of Implementation

MASSp has been implemented in all the 16 schools of Kultali Block and 5 schools of Joynagar Block of Sundarbans, West Bengal.

Names of Schools

The project has been implemented in the following schools across the Kultali & Joynagar blocks in Sundarbans:-

Kultali Block	
1	Baikunthapur High School
2	Ambikanagar Haripriya High School(H.S)
3	Bhuvaneswari Joy Krishna High School (H.S)
4	Debipur Karunamoy Balika Vidyayatan
5	Debipur H.M.Vidyapith
6	Madhya Purba Gurguria Adarsha Vidyapith
7	Katamari Churamoni High School
8	Sankijahan high school
9	Mondalarlat Bazar Junior High school.
10	Jamtala Bhagaban Chandra High School
11	Kaurakhali nakul sahadev High School
12	Panchua Khali High School
13	Dongajora High School
14	Kaikhali Gopalganj B.K.R.M.Institution
15	Kochiyamara Hemchandra High School
16	Puraba Shyamnagar Vidyasagar High School

Joynagar Block	
1	Dayangange A.K High School
2	Ghotiharaniya High School
3	Nalgara Dham baikuntha Vidyapith
4	Banirdhal J.R High School
5	Gardewani High School

IV. Implementation

Context of the blocks:

Kultali & Joynagar are remote regions where the standard of living is low and the poverty ratio is very high in comparison to the other blocks. Not only Kultali, South 24 Parganas comes under the world's largest delta region that spreads over India and Bangladesh covering around 9630 sq.km. It is the largest district of West Bengal. Natural disasters and adversities in climate have affected sources of livelihood negatively, threatening the very survival of the population dependent on them.South 24 Parganas lies low in the coastal zone and seasonal disasters ravage the lands frequently leaving people in utter deprivation.

These factors create an environment of vulnerability that traffickers take advantage of. Traffickers and procurers approach vulnerable women and families and promise them a well paying job in a city. But once the woman leaves her home for this job, she is trafficked into commercial sexual exploitation or sexual slavery. Traffickers also pretend to fall in love with women and ask them to run off with them to a city. Once they reach the city, the men are never to be seen again by the women and they are sold to commercial sexual exploitation. Child marriage is another strategy of traffickers to lure young, under

age girls. Families that are desperate to reduce the number of mouths to feed or are unable to pay for the education of their children are willing to marry their girls off. Traffickers use this to their advantage to traffic underage girls.

About the project implementation

Kultali Block

We started implementing MASSp at Kultali in December 2021. The program has been initiated with the Government and Govt.-sponsored schools of Kultali Block of Sundarbans, West Bengal.

The project has been implemented MASSp all 16 Secondary and High Schools in the Kultali block, in December 2021 - July 2023 reaching the adolescents of classes VIII-XII.

Joynagar Block

We implemented MASSp at Joynagar in January 2023. The program has so far been implemented in 5 Government and Govt.-sponsored schools of Joynagar I & II Blocks, in January 2023- September 2023 reaching the adolescents of classes VIII-XII.

MASSp Mode of Implementation: Offline

Respondent Age: 13 - 18 years

Number of Respondents: 8582

Geography of Respondents: Sundarbans, West Bengal

Below are some pictures from the sessions conducted in the schools:









V. *MASSp Modules*

MASSp comprises five modules:

Critical Thinking Modules:

I. Awareness 101: Against abuse and exploitation

II. Cybersafety

III. Adolescent Education

Creative Thinking Modules

IV. Create Your Own Board Game

V. Launch Your Own Awareness Campaign

Project Activities

Training of Trainer (TOT) & Trainer Body

We onboarded a body of 8 Trainers, who reached out to the schools and implemented the project with students of VIII-XII grades. Before the project execution, all the trainers have gone through a three-day long & extensive training program to understand the program curriculum.

Monitoring and Evaluation

MASSp incorporates pre-module and post-module questionnaires to assess changes in behaviour among adolescents. The questions have been designed by psychologists based on psychometric assessments.

The students fill out pre and post-module questionnaires and activity-based questionnaires. These surveys measure the **Knowledge, Attitude, and Perception (KAP indicators)** of students towards the various concepts covered in the program. Quantitative data helps gauge the knowledge level and measure the program's impact on enhancing students' knowledge. Meanwhile, qualitative data yields valuable insights into attitudes and practices, providing a comprehensive understanding of the program's influence on students' behaviours and beliefs and

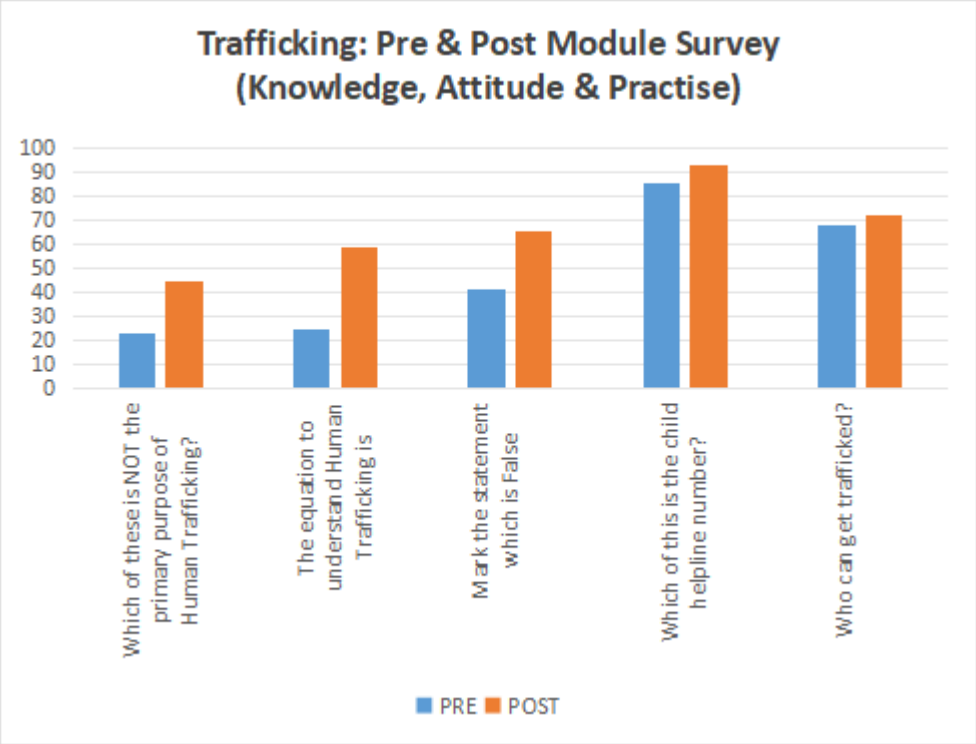
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gauging their ability to take action.

The data collected is analyzed by psychologists to measure the KAP indicators. Monitoring & Evaluation report is provided to partner organizations based on the analysis of data collected through the questionnaires filled out by learners.

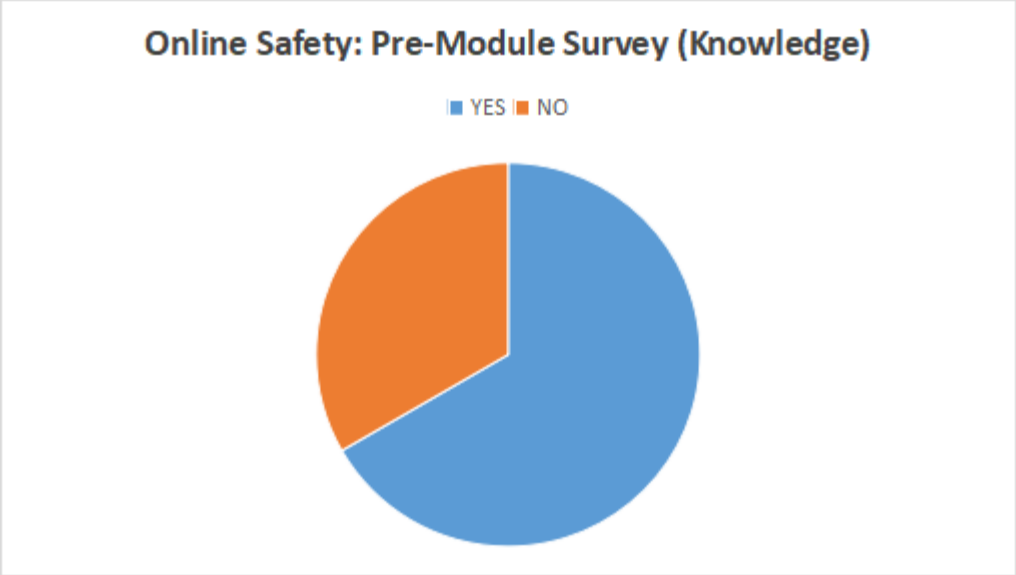
VI. Highlight

Impact Assessment



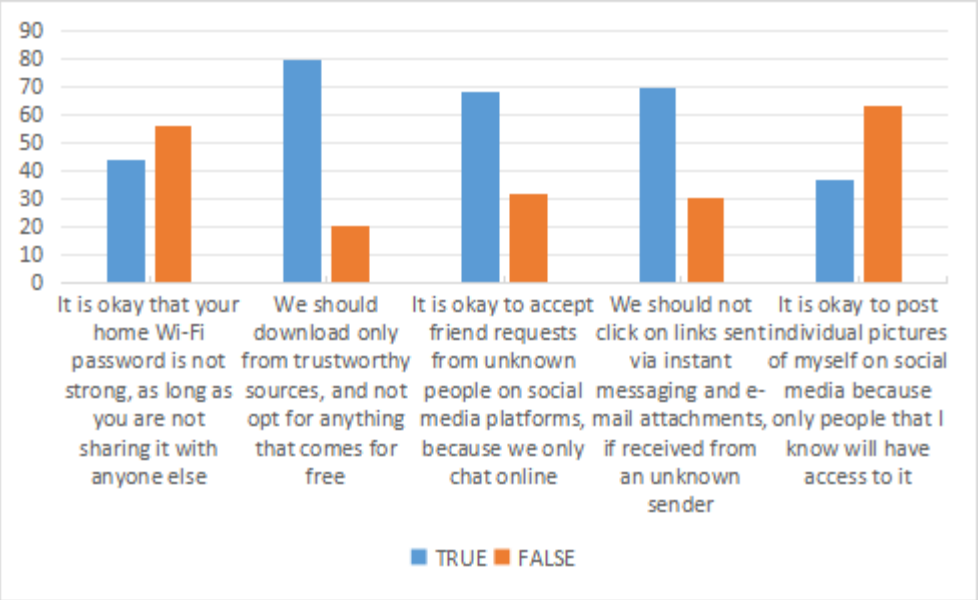
A pre & post module survey was conducted to assess the level of understanding related to awareness around trafficking.

1. It was observed that 25% of students understood the concept of sex trafficking and its purpose, in the pre survey which increased to 45% in the post module.
2. 85% students had knowledge about the child helpline number in the pre module which increased to 93 % in the post module indicating that the level of knowledge about the child helpline number which they could reach out during a crisis for help increased which helps map the impact made on the practises of students.
3. In the pre-module survey 41% students had the incorrect answer which changed to 65% students having the correct answer in the post-module survey saying that 'anyone' could get trafficked irrespective of the caste, gender or creed indicating the attitude of students.
4. In the pre module survey 75% students mentioned that they weren't aware of what steps to take if incase they find themselves in a dangerous situation which dipped in less number than the post module survey. This data is essential to highlight the importance of this module to impart essential aspects of safety to keep them safe which also brings a shift in the practice of students reaching out for help if needed.



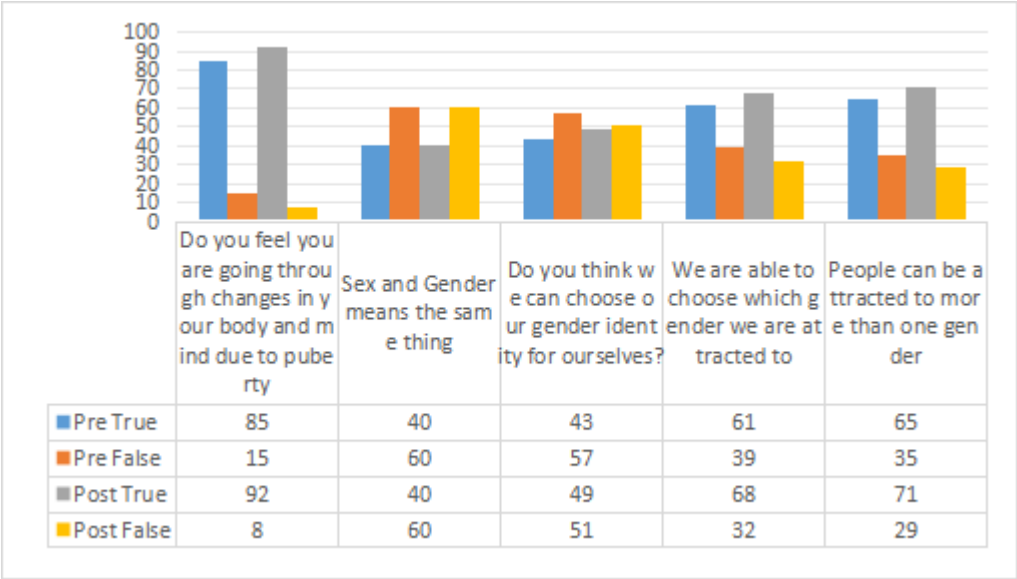
The following results were based on the pre-module survey conducted to understand students' perceptions of cyber safety. Students were given safe and unsafe online situations which had to be categorised based on their understanding.

- The overall data obtained pre-module survey results are as follows- 33% of students could identify and differentiate between safe & unsafe situations whereas 66% students were unable to.
- The pie diagram helps to understand the responses of the students where the identification for safe & unsafe situations doesn't have a substantial difference in terms of the percentage number. Hence, this also indicates that students need more understanding that online can be an unsafe space and one needs to safeguard oneself to be able to protect oneself from cyber crimes, etc.



The questions in the post-module survey essentially help to map the attitude & practises of students towards online safety & understand the efficacy of the module content to facilitate the change.

- In the post-module survey, 56 % of students agreed that not having a strong home wifi password is not recommended which indicates that the practice of having a strong home wifi has been instilled by the module.
- 80% reported that apps or content should be downloaded only from trustworthy websites which reflects that the attitude or perception of students to be in a safe online environment has been established by the module.
- 68% agreed whereas 32% did not agree to accepting friend requests from unknown people. The difference is not huge hence indicates the influence of social media and the need to safeguard children regarding the risks of accepting friend requests from unknown people.
- 70% reported that it is not okay to click on unknown links sent by someone.



	Do you feel you are going through changes in your body and mind due to puberty	Sex and Gender means the same thing	Do you think we can choose our gender identity for ourselves?	We are able to choose which gender we are attracted to	People can be attracted to more than one gender
Pre True	85	40	43	61	65
Pre False	15	60	57	39	35
Post True	92	40	49	68	71
Post False	8	60	51	32	29

The findings from the pre-survey are as follows-

- 85% of students stated that they agree that certain changes happen during the phase of puberty which increased to 92 percent in the post-survey.This suggests improved understanding of this developmental phase.
- 40% agreed that sex and gender mean the same thing in the pre survey which dipped to 40 percent in the post-survey.
- Data stated that it is possible to get attracted to more than one gender which increased to 65% and 71% respectively. These figures indicate that the understanding of important concepts related to adolescent hygiene before imparting the module was low and later led to an increase in the knowledge and attitude as reflected in the post module survey which highlights the importance of the module and the topic for students. This trend is also indicative of the fact that the knowledge and awareness related to adolescent hygiene saw an upward trend. This also highlights the importance of the module which contributed to increasing the awareness and bringing a shift in the perception of the students.

Participants' Feedback

"I really loved that this awareness program is happening on how trafficking occurs, for what reasons does this happen and got to know about it. We are now more alert about it. We earlier did not know about the cyber crime which happens in facebook but through this program we have been made aware about it and continuing such work. Girls are at fault but as boys we fall into trouble, if such a matter is looked into then it would be good. I want more such classes to be held to see what can happen".

-- Student
Bhuvaneswari Joykrishna High School

"The main things that I got to learn from the sessions are, about unknown people who can easily approach and convince us to go along with them, or giving money to our family members or relatives and taking us away from them. This will affect our future, our studies will get hampered, making our parents unhappy, all this will make our lives extremely difficult & problematic.

-- Student
Dongajora High School

"I really loved this Massp programme. From this programme I have learned how people get trafficked and how to be aware about it and also make others aware of it. The videos which were shown in the Massp program from where I learned a lot of good things and I thank Missing Link Trust for it".

-- Student
Baikunthapur High School (H.S)

Student and Teacher Testimonials for the Missing Awareness and Safety School program (MASSp)

video_20230714_151026.mp4

“Today the MASSp program was organized at our school, where the topics covered included safety of children & women, puberty & adolescence etc. It was a very useful program, we got to learn a lot & become aware and would like to spread this awareness further to our friends so they can also become aware of these issues. “

Student: Mishti Chakraborty
Class: XII
School: Kamala Chatterjee School for Girls

WhatsApp Video 2023-03-06 at 11.37.06 AM.mp4

Trans: “Today we have learnt from the class how to protect us from trafficking. We should use less internet and keep a password for social media which can be remembered by us and unable to be detected by others. The password should be unusual so that people cannot understand that such things can be also used as passwords”.

Student : Mujibar Rahman Sardar
Class : IX
School: Kaikhali Gopalganj B.K.R.M Institution

video_20230714_152635.mp4

“ MISSING’s representatives came to our school to make our students aware about the issue of Missing girls & Trafficking through the MASSp program for the last four days. Since we were also part of the program, we realized that it is extremely beneficial for our students, especially girls in this age group. This program should be conducted even more, so that girls become more aware, also take their learnings to those who are unable to be a part of this program & become alert themselves. Best wishes for the success for this program”

Teacher: Sharmishtha Chakraborty
School: Kamala Chatterjee School for Girls

VID-20231010-WA0011.mp4

Firstly I would like to thank the Missing Link Trust. I am glad that such an initiative has been taken by you all and are working on such issues at this level and currently this is a very important one to do so. In today’s awareness programme our students had participated and I think few have certainly benefited. In today’s time children are highly addicted to cell phones while their attention to studies have decreased. Instead of learning the good aspect they are imbibing the bad aspect of cell phones. We as teachers face a lot of problems related to mobile phones and have to call the guardians. I am really happy that you all are highlighting such issues. It becomes very difficult to handle bigger

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problems. We often see on television or read in newspapers how children fall in a trap and if we try to find the reason for it then it happens to be a mobile phone. You all have taken the initiative to create awareness about the dangers specially a girl faces while using a cell phone. In this three day programme the questions present in the modules were solved by students and I feel have created awareness among few students. We want that this school safety programme will create more awareness amongst students and they will see that nothing bad harms them. We want you to spread this programme to other places as well and if parents could also be included in this programme then it would be very nice. Parents should also know about it since they spend maximum time with their parents. They should also keep a track on what their children do on the phone while at home.

Headmaster,
Partha Pratim Das
Kalighat High School

Videos from the field

Videos From the Field 3.mp4
Videos From the Field.mp4
Videos From the Field 1.mp4

VII. Challenges

The challenges include:

The anticipated remuneration for trainers was set at a considerably high level., especially in Kutali, where the remote location introduces logistical challenges.

The anticipated workbook design and implementation did not unfold as expected. Data digitization is reliant on trainers, introducing potential inefficiencies.

Schools frequently face difficulties accommodating trainers, and not allocating sufficient time for sessions. This poses a challenge to the effective delivery of the program.

Post-COVID, children's educational setbacks have led to reduced proficiency, requiring trainers to meticulously explain each questionnaire. This extension of program time is an additional challenge.