



**ENDLINE RESULTS FROM DELHI DTH
MODEL**

SAAJHA 2020-21



THE MODEL:

- Select 3000 households where children study between classes 1-8 in Delhi Government schools;
- Stay connected with them with periodical phone calls;
- Understand parents' levels of helping their children with studies during the lockdown and their challenges in doing so;
- Assist the parents in getting more engaged with the children by sending them content through tech devices (SMS, IVRS);
- Understand if the level of engagement changes through this model

METHODOLOGY OF THE ASSESSMENT:

- Baseline- Endline approach;
- Baseline done between 21st-28th September, 2021
- Baseline done with 221 households among 2401 households reached out to till then;
- Contents were sent on how to make timetables, what can be done to help children more in studies, why it is important to talk to teachers and how to approach them, online resources to study and how to use them;
- Endline done in February, 2021
- 160 out of the 221 households could be reached for the endline;
- Only **77** respondents had data for reading level at both Baseline and Endline, so the calculations have been done on the basis of those 77 respondents

DEMOGRAPHY:

- **72** of the 77 fathers were employed while only **17** mothers were employed;
- ~**55.55%** of the fathers had insecure jobs, while **all** the mothers had insecure jobs;
- In the 6 months between March-September, fathers lost jobs for **3.57 months** on average, while for mothers, it was **5.13 months** on average;
- Out of the **65** parents reporting their exposure to institutional education, only **8 fathers and 3 mothers** were educated till **12th standard or more**; while as many as **43 fathers and 54 mothers** had studied at most till **10th standard**

READING LEVEL ANALYSIS:

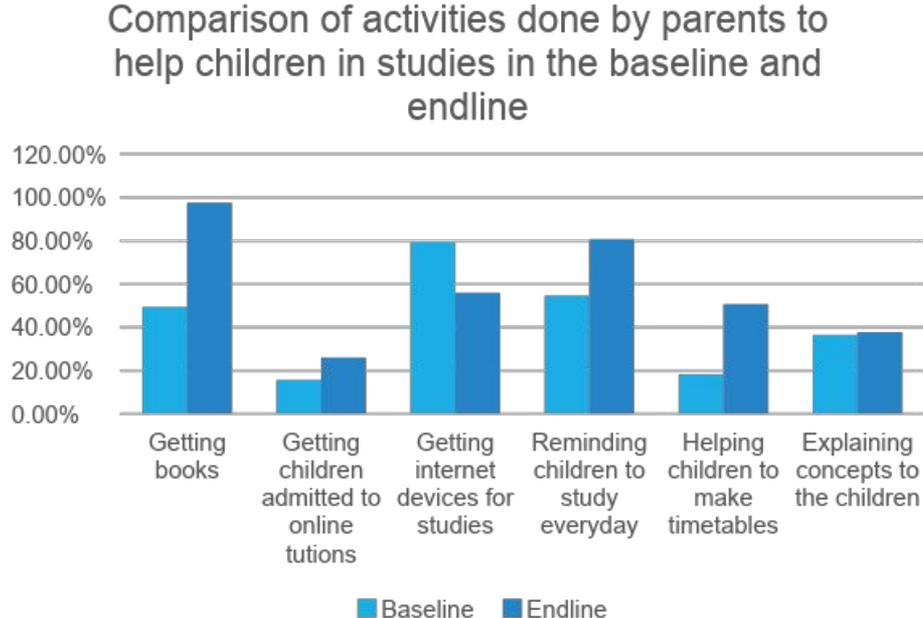
- **Assumption** → Given the general distress of the families, and the low level of exposure to institutional education of the parents, our assumption was that the reading levels of the children would go down in the absence of regularity of the school discipline during the Covid-induced lockdown.

The table shows the comparison between the reading levels at the baseline and the endline:

| | Reading level 1 (Letter or Story) | Reading level 2 (Sentence) | Reading level 3 (Paragraph or Story) |
|----------|--------------------------------------|-------------------------------|---|
| Baseline | 14 | 0 | 63 |
| Endline | 3 | 2 | 72 |

PARENTAL SUPPORT:

- We asked about the kind of support parents are giving their children in studies during lockdown, and the challenges thereof. This question was asked both in the baseline and the endline. The graph below shows the results:

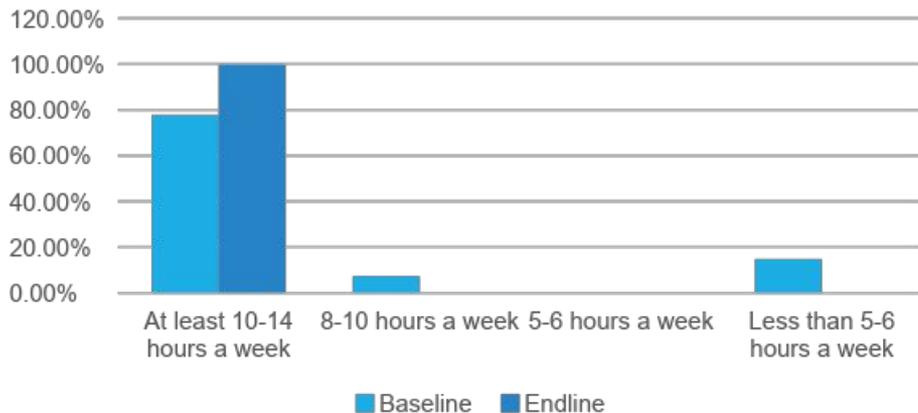


The graph show that during the baseline, the most widely done activity to help was to give their own internet device; all of the others were relatively low; in the midline, there has been increase in all of them barring giving of the internet device, with the most significant rise in helping to create timetables and getting books and other study materials

PARENTAL SUPPORT ON UTILISING TECH RESOURCES:

- We asked the parents about the time they spend with their children in utilisation of tech resources for learning purposes. This was asked in both baseline and endline. The graph shows the results:

Comparison of utilisation of tech resources by parents and children together in Baseline and Endline

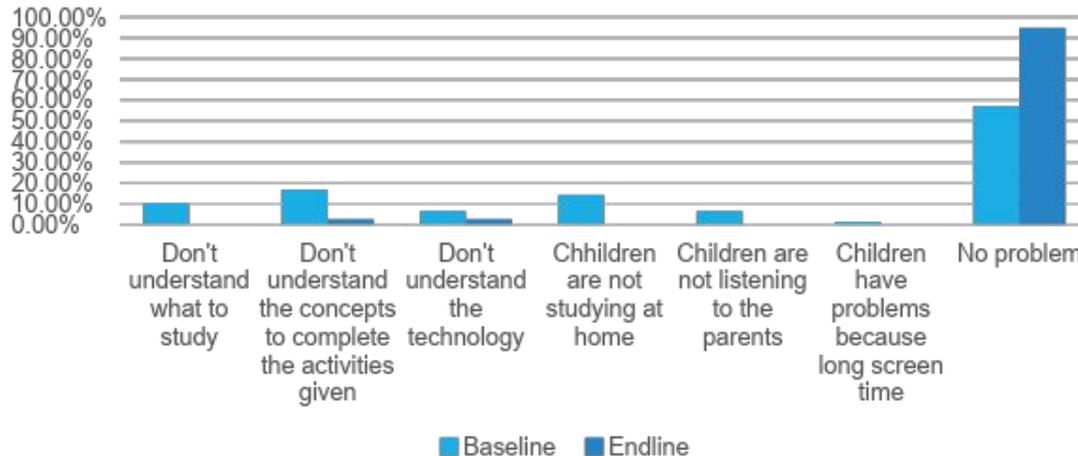


The graph clearly shows that the time spent in utilization of the tech resources have increased substantially between the baseline and the endline

CHALLENGES FOR THE PARENTS:

- During the baseline, certain challenges were reported by the parents, so we went back again to ask them about those in the endline. The graph illustrates the responses:

Comparison of challenges faced by the parents during baseline and the endline



CORRELATIONS:

- We tried to calculate if there is some correlation between the change in the activities done by the parents and the change in the reading levels of the children. The table shows the results:

| Correlation between change in the activities done by the parents and change in the reading levels of children | | | | | | |
|---|---------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Change in activities done by the parents | | | | | | |
| | Getting books | Getting children admitted to online tutions | Getting internet devices for studies | Reminding children to study everyday | Helping children to make timetables | Explaining concepts to the children |
| Change in reading level from baseline to endline | 0.19 | -0.002 | -0.28 | 0.17 | 0.43 | -0.17 |

It is seen that, at least 3 activities have some positive correlation with the one of **helping to make timetables** having the strongest correlation with the change in reading levels

CORRELATION BETWEEN CHANGE IN READING LEVEL AND FAMILY EDUCATION

- There is no positive correlation between the change in reading level of the child and the educational exposure of the mother or the father. There is a little positive correlation (0.034) between the change in reading level and the educational exposure of any other family member who is there to help the children in their studies.
- This might be explained by the gap in educational exposure between the fathers, the mothers and other family members to help the children. The table below illustrates this point:

| | Mother | Father | Any other supporter in family |
|-----------------|--------|--------|-------------------------------|
| Std. 5 or less | 47.54% | 29.31% | 0.00% |
| Std. 6- Std. 10 | 40.98% | 44.83% | 54.84% |
| Std. 11 or more | 11.48% | 25.86% | 45.16% |

- There is **very small positive correlation** between the change in reading levels and grade of the student, the correlation coefficient is: **0.04**

SOME MORE RESULTS:

- We tried to break the relation between the **change in parents helping children with timetables** and **the change in reading levels**, into 3 parts. We checked the correlation between **the change in parents helping in timetable** and **the change in the regularity of study by children**, and then between **the change in regularity of study** and **the change in reading levels**
- We observe that, there is **positive correlation** between the above mentioned indicators, albeit not as strong as the last one. For the first point, the correlation is **0.17** and for the later, it is **0.05**

THE SAAJHA CONNECTION:

- Between the Baseline and the Endline, we have called these parents multiple times to assist them perform some simple activities to help their children study at home. The table below shows some numbers:

| | Total no. of calls made by Saajha | Average No. of calls per number made by Saajha | Total duration of the calls by Saajha in hours | Average duration of the calls by Saajha in hours |
|--------------------------|-----------------------------------|--|--|--|
| Positive movement | 24 | 1.85 | 5.96 | 0.25 |
| No Movement | 145 | 2.38 | 20.6 | 0.34 |
| Negative Movement | 9 | 3 | 1.1 | 0.37 |

- It seems that there is not much connection between the times or duration of the calls and the performance of the parents. Although the sample may be too small for any meaningful calculation

GENERAL INPUT FROM SAAJHA:

- Total calls dialled (Since September 2020): **44486**
- Total hours spent in calls (Since September 2020): **1563.38**
- Total calls completed successfully (Since September 2020): **16190**
- Total hours spent on successful calls (Since September 2020): **1320.87**
- Total numbers dialled (extrapolating to 17th July 2020, when calls started)
- Total hours spent in calls (extrapolating to 17th July 2020, when calls started)
- Total calls completed successfully (extrapolating to 17th July 2020, when calls started)
- Total hours spent on successful calls (extrapolating to 17th July 2020, when calls started):
- Total no. of people reached at least once: **5467**
- Total no. of people reached at least twice: **3278**
- Total no. of people reached thrice: **2316**

RATING OF SAAJHA'S SUPPORT BY THE PARENTS:

Overall, ~96% of respondents remember calls from Saajha, with **100%** of those with positive change in reading levels;

- ~**81.7%** of them found the experience very helpful, while ~15.5% said that it could have been better;
- Top reasons for the helpfulness- **talking about how parents can help children more in their studies, talking about how to make timetables, knowing more about online resources**
- ~**84%** remembered the chatbot or the incoming helpline number of Saajha provided to them during the calls
- Only ~**17.75%** used the chatbot or the helpline numbers
- ~**64%** of those who used the numbers found them to be very helpful



THANK YOU!