Children & Communities during COVID-19 Crisis

Insights from Pratham’s experiences of “staying in touch”

April – June 2020

Pratham’s MME Unit (Measurement, Monitoring, and Evaluation Unit)
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- Background
- What did we do?
- What did we learn?
- Thinking ahead ...
LOCKDOWN & MOVING AHEAD: What did we have in place to help us move forward once lockdown was announced?

These were the two big pre-exiting pillars of our work that helped Pratham to move forward in the lockdown period to connect to children, families and communities:

(1) SOCIAL STRUCTURES - Children’s groups and mother’s groups in the community:
• In most Pratham communities, as part of the usual programs, a social structure/network to support children’s learning was in place.
• These took the form of children’s community or neighbourhood groups and mothers’ groups (in the case of younger children)

(2) DIGITAL CONTENT:
• Digital content in 11 Indian languages was available in Pratham’s repository.
• This was used to send messages. See prathamopenschool.org
Understanding implications of Lockdown

- Schools were shut across the country
- Movement of Pratham field teams to their field communities and villages suddenly stopped
- Children were at home with limited access to any educational content or organized learning activity

Establishing contact:
Reaching out to every community & every neighbourhood

- Pratham field teams remotely contacted volunteers and parents to create a volunteer network in every village
- First step was to ensure that we had at least one contact in every community with which we had been connected. And then we began to reach out to see if we could have a contact in every neighbourhood or hamlet in the village
- Data was collected to gauge internet availability, smartphone access and reach in every hamlet of a village

Connecting deeper:
Trying to reach every child

- Curated content was shared through WhatsApp first
- It quickly became clear that smartphones were not available everywhere
- More phone numbers were sought for parents with basic phones
- SMS content was developed and shared via basic phones with community members
- Every contact number received a phone call from a known Pratham team member at least once a week to get feedback

Understanding communication and response from remote:

- A standardized process was set-up across all states to track roll-out of phone messages and content and, collect feedback. Special “deep dive” studies were also put in place.
What did we do?

- Understanding
- Expanding
- Measuring reach
- Designing and delivering activities via phone
The village has been mapped, divided into hamlets/neighborhood. Each contact has been mapped onto the map by hamlet. Type of phone has been recorded as well.

<table>
<thead>
<tr>
<th>Hamlet No.</th>
<th>Regular Phone Users</th>
<th>Smartphone Users</th>
<th>Total Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamlet 1</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hamlet 2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hamlet 3</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hamlet 4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Hamlet 5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
<td><strong>8</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

More than 60% (8 out of 12) of the contacts from Village Piparda have a smartphone while the remaining contacts have a regular phone.
State: Odisha
District: Keonjhar
Block: Ghatagaon
Village: Hatinota

<table>
<thead>
<tr>
<th>Hamlet No.</th>
<th>Regular Phone Users</th>
<th>Smartphone Users</th>
<th>Total Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamlet 1</td>
<td>19</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Hamlet 2</td>
<td>22</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Hamlet 3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>21</td>
<td>63</td>
</tr>
</tbody>
</table>

Village Hatinota in Odisha has more than 60 contacts in the village, however only ~30% of these contacts have smartphones.
Village Kuinya in Uttar Pradesh is a smaller village divided into two hamlets and has 22 contacts. Of those only 7 (~30%) have smartphones.
REACH: Measurement Framework: Staying in touch with communities & tracking reach

**HOW does an activity flow?**

SMS/WhatsApp Message created at central/ state level

**WHAT information do we collect?**

Quantitative indicators:

- No. of contacts with whom SMS/WhatsApp was shared (daily or alternate day)
- No. of follow up calls made by Pratham team member to confirm message received
- No. of phone messages received
- No. of Volunteers who conducted the activity with at least one child

This is collected daily/ weekly for every community were we have reach

**WHO ensures that activity happens?**

Leaders (district and below) track implementation, support field team members and conduct daily feedback calls with their teams

Pratham field team members
- Send SMS/WhatsApp – daily
- Call every family at least once a week to connect, clarify and get feedback

Volunteers and parents
- Conduct activities & support children
- Send back photos, videos, audios of children doing activities
- Share feedback with Pratham field team

**HOW are we collecting this data?**

- Data is collected on Android apps by Pratham field team members
- District/Block leaders track progress and conduct feedback calls using the in-app reports
CONTENT: via phones - Learning and Fun activities through WhatsApp messages .. Example: Leaf Art

Here is an example of a WhatsApp message

*Karona Thodi Masti, Thodi Padhai*

*Leaf Art!*
Collect leaves of different shapes, sizes and colours and make beautiful drawings. Watch this video to know about leaf art. Share photos of your leaf art with us.

https://youtu.be/Jx41JPM3yGI Stay home and stay safe.

*Download PraDigi App for more masti and padhai* https://bit.ly/2xZZKf1 03072020 *Pratham*
As the reaching out process started, we realized that access to smartphones and internet was available only to less than half of the community members, Pratham started sharing simple activities through SMS for children everyday. SMS messages were shared by Pratham field team members with children through a regular phone of a parent, elder sibling or a volunteer.

SMS based activities are based on weekly themes for either Reading or Math and new content is shared with children every day.

**A word game sent via SMS**

**Group message**

एक खेल खेलिए। यह खेल 30 मिनट का होगा।
घर के सब लोग खेल सकते हैं।
एक शब्द बनाएं जैसे कि घर। अब अगला शब्द र से शुरू होगा जैसे रेल।
अगला शब्द ल से होगा, खेलते रहिए।

Here is a 30 minute game. Everyone at home can play. Make a word – like home. Next word must start with “e”. Example elephant. Now make a word with “t” and so on.

**Math SMS Activity**

एक खेत में कुछ बकरियाँ और मुर्गियाँ हैं।
कुल पैरों की संख्या 180 और आँखों की संख्या 120 हैं।
बताएँ कितनी मुर्गियाँ और बकरियाँ होंगी?

In the field, there are some goats and some chickens. Total number of legs are 180. Total number of eyes = 120. Tell me, how many goats and how many chickens are there in the field?
What did we learn?

• Large scale tracking exercises to assess reach

• Small “deep dives” to understand processes
From early April onwards, Pratham teams focused on establishing a remote connect with contact numbers (children/families) in villages. The number of volunteers reached grew over time as Pratham teams targeted to reach a volunteer in every hamlet of the village they visited before the lockdown. The drop in numbers in July is because in several states, government is also sending out messages. In such cases, Pratham is not duplicating the effort.
### REACH SUMMARY:
- By mid June, Pratham reached more than 11,000 communities through Staying in Touch activities.
- Close to 200,000 contacts were established to reach children & families via SMS and WhatsApp.

### REACH HIGHLIGHTS:
- Highest no. of communities are reached in Madhya Pradesh (2000+).
- Most volunteers per village are reached in Odisha (31) through SMS and in Telangana (35) through WhatsApp.

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Note:
Data is updated as of 17th June. Response rate is reported as positive for volunteers who confirm that the activity for the day is successfully completed.
REACH: Example from Pratham’s early childhood programs – reach in Lockdown

Early Years Exercise:

Illustration of the “nested” social structure in communities

3,300 communities reached
SMS contact with 16,000 phone numbers
WhatsApp contact with 18,000 phone numbers

Close to 70% children that Pratham was working with before the lockdown have been reached through these “staying in touch” efforts via phone calls and phone messages.

Those who could not be reached had either left the community or lived further away from the main cluster or did not have an easily accessible phone.

Of the children who received activities:
- 93% children do activities on any given day
- 89% children were helped by mothers in doing the activities
DEEP DIVES:

IN DEPTH TRACKING & ANALYSIS TO UNDERSTAND PROCESSES

How did children and families respond to the content and messages they were receiving?

All of these were carried out in May and June 2020

• **DEEP DIVE 1:** Who are the contacts that we are reaching via phone messages and what is their relationship to children? ("Staying in touch" activities across states in communities with Pratham’s direct presence.)

• **DEEP DIVE 2:** What happens when a message (for example a SMS message) arrives at home? ("Staying in touch" activities across states in communities with Pratham’s direct presence.)

• **DEEP DIVE 3:** What are children’s responses to the variety of activities and content that is coming to them daily via phones? (Case of IVRS messages being sent by Delhi Government to its students)

• **DEEP DIVE 4:** What are the responses of children and family members to e-Content shared by government school teachers? (Case of e-content sent by HP, UP, MP, JHK and CHH government teachers to students)
DEEP DIVE 1: Who are our contacts in the community?

**WHAT DID WE DO?**

With the help of guiding questions, one Pratham team member from each state narrated a ‘story’ for one of their villages to help us gain a deeper understanding of how we reached and contacted families in the community.

These detailed narratives helped to develop indicators and processes for additional data villages to understand the profile of contacts and their relation to children reached.

Deep dive with a sample of 22 villages from 15 states. 500 volunteers & 1300 children (May 1 to May 7)

**WHAT DID WE LEARN?**

Key Insights for this period:

- Most of the contacts reached are either children’s parents (64%), or their siblings (12%) or village youth (13%)
- Half of the volunteers were reached through WhatsApp and half of the volunteers were reached via ”basic phones”
- 75% of the children reached belong to Std. 3-8 (Std. 3-5: 43%, Std. 6-8: 35%)
DEEP DIVE 2: What happens when a message SMS arrives at home? Understanding responses of children and of family members

WHAT DID WE DO?

This “deep dive” study was designed to understand:

• Who gets the phone message (SMS)?
• Who does the activity with children?
• What is done to help children?
• What are children able to do?

In a sample of villages, daily language and math activities were sent via SMS to children for a period of 1 week. Carried out: end of May 2020.

Children’s response to activities and support given to them was closely tracked every day by Pratham team members in that area (feedback via phone).

This exercise was very helpful in guiding the design of the message and maximizing the effectiveness of activities with children.

WHAT DID WE LEARN?

Key Insights:

• Parents are the main contacts whose phone numbers we have.
• More fathers have devices whereas mothers seem to be more engaged in terms of doing the activities with children (this varies by the age group of the children).
• Most of the village youth who receive the SMS also regularly support children in doing the activity.

<table>
<thead>
<tr>
<th>Who receives the message</th>
<th>Overall</th>
<th>Father</th>
<th>Mother</th>
<th>Other Family Members</th>
<th>Village Youth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>13</td>
<td>6</td>
<td>12</td>
<td>3</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>Mother</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>1</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Other Family Members</td>
<td>1</td>
<td>1</td>
<td>27</td>
<td>1</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Village Youth</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>21</td>
<td>45</td>
<td>21</td>
<td>102</td>
<td></td>
</tr>
</tbody>
</table>

Sample size: 11 villages, 102 children
What type of support do children require?

- 69% were helped in reading and/or understanding activity and providing material (n = 37)
- 61% were helped in measuring length of sides (n = 33)
- 54% were helped in making and identifying different shapes (n = 29)
- 56% were helped with coming up with a relationship (n = 30)

What are children able to achieve as a product of the activity?

- 20% (n = 11) can tell number of sides for shapes made
- 17% (n = 9) can tell at least one relationship
- 22% (n = 12) can achieve at least one relationship
- 13% (n = 7) can measure the length of sides
- 20% (n = 11) create at least 2 different shapes
- 7% (n = 4) get a thread
- 8 children didn’t take any assistance

Total Children: 57

**Activity 5: Creating Shapes**

Example SMS sent

एक धागा लें।
धागा की लम्बाई 30 सेमी की हो।
धागा से अलग-अलग आकार बनाएं।
भुजाओं की लम्बाई को नापें व लल।
आकार और उनकी भुजाओं में क्या संबंध है? बताएँ।

- Although many children weren’t able to complete the full task, there is high volunteer involvement with each step of the activity
- Only 1/4th children are able to come up with a relationship with a shape
- A little less than half the children are only able to create the shape – not count and measure the sides

*2 children did not try the activity
**DEEP DIVE 3: IVRS Messages in Delhi – What happens at home?**
Understanding the responses of children and of family members

**WHAT WAS THE PROCESS USED BY THE GOVT?**

Message sent to ~500,000 students from Grade III to VIII in Delhi Govt Schools

User response in the form of missed call received

(~17,000 per day gave missed call before 6 pm, post 6 everyone received a missed call)

**WHAT DID WE DO?**

**HOW?**
- **Mode:** Phone-based survey

**WHO?**
- **Surveyors:** 25 surveyors from Pratham Delhi team
- **Survey Respondent:** Parents of children in Std 3 to 5 and children from Std 6 to 8 of Delhi Govt schools

**WHEN?**
- **Survey Period:** Focused on last 9 days of the program:
  - From 23rd May till 31st May 2020

**WHAT?**
- The specific ‘learning activities’ shared via IVR between 23rd May and 31st May were considered for this survey

**Sample Size**

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>STD 3 to 5</th>
<th>STD 6 to 8</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>248</td>
<td>429</td>
<td>677</td>
</tr>
</tbody>
</table>

Pratham developed voice content was shared on alternate days on the IVRS system.
## Key Insights

*Response varied by age/grade & by task/content received*

The proportion of children who attempted the activities depend on their grade and the theme of the content.

### Trend Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Students Attempted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23rd May</td>
<td><strong>LISTING (THINGS TO COLLECT)</strong>: आप क्या चीजें इकठ्ठा करेंगे जैसे सिक्के, टिकट आदि।</td>
<td>Std 3-5: 76%, Std 6-8: 49%</td>
</tr>
<tr>
<td>25th May</td>
<td><strong>RIDDLES</strong>: पहेलियाँ बुझे और घर के सभी लोगो से पूछे।</td>
<td>Std 3-5: 42%, Std 6-8: 63%</td>
</tr>
<tr>
<td>27th May</td>
<td><strong>IDIOM</strong>: बच्चे से सर मुंडाते ही औले पड़ना मुहावरा और उसका अर्थ पूछे।</td>
<td>Std 3-5: 43%, Std 6-8: 56%</td>
</tr>
<tr>
<td>29th May</td>
<td><strong>USING ADJECTIVES</strong>: वाक्यों में ववशेषण लगाकर वाक्य बनाना।</td>
<td>Std 3-5: 72%, Std 6-8: 54%</td>
</tr>
<tr>
<td>31st May</td>
<td><strong>INTERACT WITH ELDERS</strong>: घर के बड़े बुजुगो से पूछे कि वे बचपन में कैसे खेल खेलते थे।</td>
<td>Std 3-5: 66%, Std 6-8: 49%</td>
</tr>
</tbody>
</table>

### Trend Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Students Attempted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23rd May</td>
<td><strong>LISTING (THINGS TO COLLECT)</strong>: आज की दुनिया के आधुनिक और आश्चर्यजनक चीजें।</td>
<td>Std 3-5: 76%, Std 6-8: 49%</td>
</tr>
<tr>
<td>25th May</td>
<td><strong>SCIENCE (CROPS)</strong>: किसी किसान या रिश्तेदार से पता करें कि खेतों में गेहूं की कटाई के बाद फली क्यों लगी जाती है?</td>
<td>Std 3-5: 63%, Std 6-8: 61%</td>
</tr>
<tr>
<td>27th May</td>
<td><strong>SCIENCE (BREATHING)</strong>: सांस कुछ देर रोकने के बाद हमें गहरी लम्बी साँस लेनी पड़ती है।</td>
<td>Std 3-5: 56%, Std 6-8: 54%</td>
</tr>
<tr>
<td>29th May</td>
<td><strong>CREATIVE WRITING</strong>: खेत में कागभागोड़े को देख कर पक्षी क्या सोचते होंगे।</td>
<td>Std 3-5: 54%, Std 6-8: 61%</td>
</tr>
<tr>
<td>31st May</td>
<td><strong>MATH (TIME COVERTION)</strong>: यदि एक मिनट में 60 सेकंड होते हैं, तो 1 घंटे, 1 दिन और 1 साल में कितने सेकंड होंगे?</td>
<td>Std 3-5: 39%, Std 6-8: 39%</td>
</tr>
</tbody>
</table>

#### Std 3-5, students preferred ‘fun activities’ as compared to more ‘academic/ textbook related activities’.
WHAT WAS THE PROCESS USED BY THE GOVT?

GOVT E-CONTENT
(accessed if internet enabled device is available)

- Government developed content
- Content from other organizations

Central repository of content with the state government. Often content from this source is used to send to teachers & children.

STATE LEVEL
WhatsApp groups

DISTRICT LEVEL
WhatsApp groups of district leaders

BLOCK/CYCLE LEVEL
WhatsApp groups of teachers

Children and Parents

PROCESS OF DISTRIBUTION
GOVT SUPPLIED E-CONTENT

WHAT DID WE DO?

HOW?
- **Mode**: Phone-based survey

WHO?
- **Surveyors**: ~240 Pratham field team personnel from 60 districts, across 5 states
- **Survey Respondent**: Parents of children in Std 1-5 Children from Std 6-8 of Govt Schools, Teachers teaching Std 1-8
- **Profile of village** selected:
  - Pratham has established direct connect through Staying in Touch activities in past 2 to 3 months
  - Teachers had been trained on TaRL at some point due to previous partnerships

WHEN?
- **Survey Period**: Between 15th and 19th June 2020

WHAT?
- Questions were primarily based on the e-content shared by the Govt school teacher in the past 1-2 months through official channels as well as e-content developed on their own.

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Household</th>
<th>Children</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,792</td>
<td>4,512</td>
<td>983</td>
<td></td>
</tr>
</tbody>
</table>
DEEP DIVE 4 (contd.): Tracking e-content & other government initiatives on the ground - What did teachers do? Reaching children, but not all of them ...

Content which was being shared by teacher ‘officially’ (as part of the Govt’s remote learning initiatives), could only be accessed by children who had access to Smartphones (phones with internet).

Hence, we asked the teacher (for the children s/he was responsible for), the status of the access to a device.

<table>
<thead>
<tr>
<th>According to teachers: % Children with access to different devices</th>
<th>Chhattisgarh</th>
<th>Himachal Pradesh</th>
<th>Jharkhand</th>
<th>Madhya Pradesh</th>
<th>Uttar Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaccounted for (hence nothing shared)</td>
<td>9%</td>
<td>2%</td>
<td>62%</td>
<td>33%</td>
<td>42%</td>
</tr>
<tr>
<td>Have a Smartphone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>80%</td>
<td>24%</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Have a Regular Phone (Teachers sent e-content went via WhatsApp so these children did not get content from teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41%</td>
</tr>
<tr>
<td>No. of teachers surveyed</td>
<td>46</td>
<td>28</td>
<td>240</td>
<td>273</td>
<td>396</td>
</tr>
<tr>
<td>Average no. of children a teacher was responsible for</td>
<td>51</td>
<td>27</td>
<td>94</td>
<td>27</td>
<td>83</td>
</tr>
</tbody>
</table>

- Except for HP & CHH (where we surveyed fewer teachers), the teachers of other states were able to share Smartphone based content to about 1/3rd or less children s/he was responsible for.
- However, amongst smartphone users, out of the parents surveyed, 86% said they received content from their child’s schoolteacher. 96% of teachers also said they send content to children whose parents own smartphone.
DEEP DIVE 4 (contd.): Tracking e-content & other govt initiatives on the ground - What did parent do? ‘Other sources’ of content for their children’s studies at home

Textbook is relied on as the primary source by a large proportion of children. For children with smartphone access, YouTube is the most popular source. Most children do some activity while consuming digital content.

### How do children interact with this source?

<table>
<thead>
<tr>
<th>Source</th>
<th>Child does some activity</th>
<th>Child just watches/-listens</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>YouTube</td>
<td>59%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>58%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Apps</td>
<td>65%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Textbook</td>
<td>67%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>TV</td>
<td>49%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Radio</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMS</td>
<td>54%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>45%</td>
<td>8%</td>
<td>27%</td>
</tr>
</tbody>
</table>

**Across Sources** | 61% | 10% | 6%

*Due to a glitch only 30% of responses on this question were captured on the app

Most popular source was asked | WhatsApp Activity: WhatsApp content like PDF/video shared that doesn’t redirect to any other source | SMS Activity: Simple activities sent via SMS (like what Pratham shares)
DEEP DIVE 4 (contd.): Tracking e-content & other govt initiatives on the ground - Fathers & siblings were the key people to have contact with, but that may not be ideal

Fathers and Siblings are the primary owners of the smartphones. They are also the main persons who help the child study (Since this question was multiple choice, we don’t know who the PRIMARY source of help is → we can explore this further) → Both data points show that once economy reopens, learning may not be sustainable at home.
Concluding thoughts

• Learning from ‘Staying in Touch’ Activities done by Pratham teams
• Learning from tracking ‘Govt System’s Digital Remote Learning Initiatives’
CONCLUDING THOUGHTS ...

Learning from ‘Staying in Touch’ Activities done by Pratham teams:

• The presence of Pratham teams in communities and their connect with children and parents before the lockdown was leveraged to create a volunteer network that could be reached remotely after the lockdown.

• Having engaging content in many regional languages that could be used in a flexible way was very useful during the lockdown period.

• Frequent follow up and engagement with children, parents and volunteers helped Pratham teams strengthen the connect and “stay in touch” remotely. We believe that the human interaction especially with someone from Pratham known to children and families helped to sustain participation and engagement.

• Pratham’s reach of volunteers and parents through SMS and WhatsApp grew over time. This was because Pratham teams constantly aimed to expand reach – first via connect to every community, then to every hamlet/neighbourhood in the community and finally trying to reach every child in the neighbourhood. Efforts for expanding reach have to be continuously done.

• Meanwhile, key learnings from deep dive studies in a sample of villages were utilized to maximize reach and create more engaging content.
Learning from tracking ‘Govt System’s Digital Remote Learning Initiatives’:

• The way younger children engage with digital content is different from the way older children do. The role of a parent as a ‘helper’ depends on the grade the child is studying in

• Govt teachers are not able to reach all children s/he is responsible for through remote digital initiatives which require internet; however some teachers have been proactive and resourceful enough to engage with children being missed out

• School textbook is routinely used for learning at home and remote learning initiatives should be developed complementing concepts available in the textbook

• In activities being conducted, instructions can explicitly be given to include mothers, other family members who are likely to spend more time at home. Certain time slots can be decided on when content should go so, we can be certain the parent who owns the phone is at home

• It is important to have a view from the ground up – to understand what happens to content when it reaches children, families and communities. The response from families is very crucial for revising content and understanding motivation of children, and of demand from families.
More information for each of these studies is available on request:

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