

Comprehensive Report **(Delhi and Maharashtra)**

Our response to the pandemic 2020



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Chapter 1- Executive Summary

"I am out of my work now, where would the money come from, for our food and medicines. The ration available mu home won't suffice for more than 3 days. My children will die of hunger.", a single mother of two cried for help, residing in the cluster community in East Delhi.

"My wife and three children are stranded in a brick kiln in Kondeshwar road. They are out of money and food. I have no means to reach out to them.", said the worried man from Kutanga, a tribal village in Maharashtra.

The above mentioned are two of the many cases reported by parents to our team within a few hours after the lockdown was announced, to combat the spread of novel-coronavirus in India. The fear of their uncertain future, distress infused state of being and the incessant challenges accompanied was just the tip of the iceberg. We believe that children are at the most vulnerable state during any crisis, with specific mention to the ones whose parents and caretakers struggle to meet daily necessities.

We at Saajha, are committed to empower the communities hit adversely during the to lockdown. With an objective that, the well-being of the children is ensured; In Delhi, Saajha designed interventions to support households with access to dry ration (uncooked food items), and feasible methods to engage with the child at home whereas in Maharashtra, efforts were directed towards creating a connect with tribal parents, to pave the way for the creation of a channel of communication to address multiple layers of issues of these parents.

The woman in Delhi fetched ration to last for at least 10 more days from the nearest grocery, whose payment was made online by our team, within 24 hours since the distress call was received.

The trio stuck at the brick kiln, were reported to the Dharani Project Officer, who ensured to send an ambulance for rescue. Post a medical check-up, they were safely dropped to their village, located on the Maharashtra-Madhya Pradesh border.

In April-May 2020, we have reached out to 12000+ households via calls and WhatsApp based support, engaged in conversations with 8900+ parents and 55+ teachers- with an aim to support them by identifying their challenges, ensuring home-based learning for children, resolving their grievances and lastly to identify future areas for impact interventions.

**Note: The data points mentioned above are as per the records dated 20th May 2020.*

Figure 1: Depicts the key solutions developed by Saajha to reach the objectives.

In order to build a resilient support structure, teams in Delhi and Maharashtra has developed key solutions: Aimed at resolving the challenges of the parents we work with. These key solutions governed the interventions' trajectory and reach.

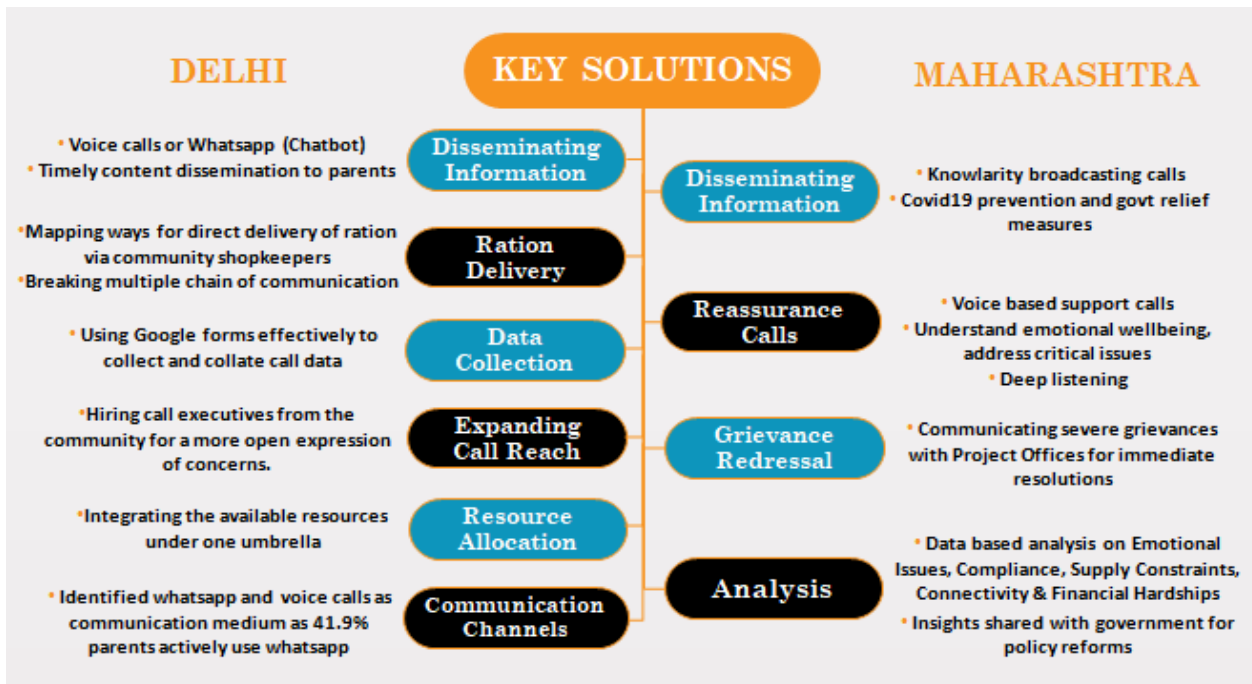


Table 1: Depicts the number of families reached via multiple communication channels.

With streamlining information dissemination in both states through multiple communication channels, we communicated as well as connected with households.

Particulars	Delhi	Maharashtra	Cumulative
IVRS		4315 families	4315 families
Assurance Calls	2765 (Families/ Households)	5014 (Parents) 55 (Teachers)	7779 (Parents) 55 (Teachers)
Whatsapp	870 users	315 users	1185 users
Grievances Resolved	664 families	57 families	721 families
Online Video Content		200 views	200 views

Chapter 2- Expectations of parents

Saajha has been working with parents of children who are enrolled in government schools. In Delhi, the majority of the students enrolled in these schools belong to low-income and marginalized communities. Their parents are daily-wage earners, migrants or are in low-paid jobs. Whereas in Maharashtra, we cater to the parents from the Tribal community, whose children are studying in Government Ashramshalas across Thane, Nashik, Nagpur and Amravati Additional Tribal Commissionerates (ATC).

Our efforts are towards ensuring that the parents have equal access in the democratic governance of schools; issues related to the access of information, knowledge and platforms to voice their concerns. Such challenges are more prevalent at the times of the pandemic where there is none or less access to basic, yet important information and knowledge.

The major challenges and expectations of parents since the day of lockdown encircle around 5 areas:-

- 1) Related to financial hardships
 - The need for assurance on employment insecurity
 - Expect the government to support in providing cash benefits
 - Irregular to no cash flow- as the expenses stand the same or slightly less than the pre-lockdown phase (Rents, electricity bills, phone bills)
 - Availability of food and other essential items at a nominal or subsidized rate.
 - Need for clarity on job availability or income-generating sources
- 2) Access to ration and food centers
 - No means to fill out the application form for ration card e-coupons in Delhi
 - Long queues outside ration shops and food centers, thus making it tough for people with toddlers, specially-abled children or pregnant to wait for their turn.
 - Parents without ration card should get access to free ration
 - Parents said they are not getting benefits from the welfare schemes or are being overcharged in public distribution system (PDS).
 - Parents said they don't have enough food stock/vegetables at home.
- 3) Connectivity / Means of communication
 - Lack of efforts to leverage the network of ASHA, Anganwadi workers and Village heads (*Sarpanch*) to initiate local door-to-door campaigns and village-level announcements (precautionary and relief measures).
 - Number of mobile phones is relatively less than the users for the same in one household
 - Zero or less connect with the immediate neighbourhood.
 - Parents lack awareness on ration, finance and employment-related measures
- 4) Well-being- emotional, mental and physical
 - Anxiety, stress and fear from the virus
 - Parents said either they themselves or children felt isolated and sad at home.
 - Parents said they need for a mental health helpline for distress calls
- 5) Concerns around children learning
 - Learning gaps for the child as schools and tuition centers are shut.
 - The children are spending more time online or on mobile applications than usual. There is a need for offline material as well.
 - Online classes schedule isn't shared in advance by the authorities.
 - Proactive engagement of schools with children through regular check-in calls, providing learning material and disseminate information about school development
 - Seeking clarity on exam dates and reopening of school

- Parents are worried about hygiene standards of Ashramshala used as quarantine centers. They are also unsure of how the schools will prepare themselves after re-opening.

Our experiences, data points and insights convey that: Food availability, livelihood stability and access to liquid cash are the major concerns of parents in general irrespective of their backgrounds or geographical locations, and education specific concerns revolve around school reopening date, rescheduling exams and bridging learning loss of their children.

The numbers of families we reached out to, we were able to divide them into three categories:-

1) *"The Fighters"*

The ones who are in dire need for food- they might not have eaten that day or last in the past two-three days or are uncertain about their next meal. In Delhi, such families comprise of almost 17-18%* whereas in Maharashtra its about 16-20%.

2) *"The Survivors"*

The ones who have the access and availability for food and ration that could last for the next ten days, but are in the constant fear of the uncertainty. Thus they are resorting to all available sources so that the resources at home is reserved for more number of days. For instance: A family sends their children to fetch cooked food from the nearby food centre while the ration at home is not being utilised that particular day. Usually, they would own a mobile phone- smart or just simple ones. In Delhi, such families are 82-83%* whereas in Maharashtra that is 45-55%.

3) *"The Sailors"*

The ones who have access and resources to survive and sustain. Their basic necessities are being answered to or have been catered to. The children In these households are able to focus on learning-based activities, though their challenges are limited to who effectively would they use it. For instance: A mother inquired if zoom online classes can be recorded and shared later if the child misses the class due to electricity supply cut. In Delhi, such families comprise of about 1-2%* whereas in Maharashtra its about 15-25%. The ones in Maharashtra are struggling to find resources on their phones that would help in improving the learning of the children at home.

**Note: The numbers are calculated based on the database from the total number of calls completed by the Delhi call executives.*

Interestingly, all the above mentioned categories exist in almost the same community or neighbourhood. The children are enrolled in the same or similar school.

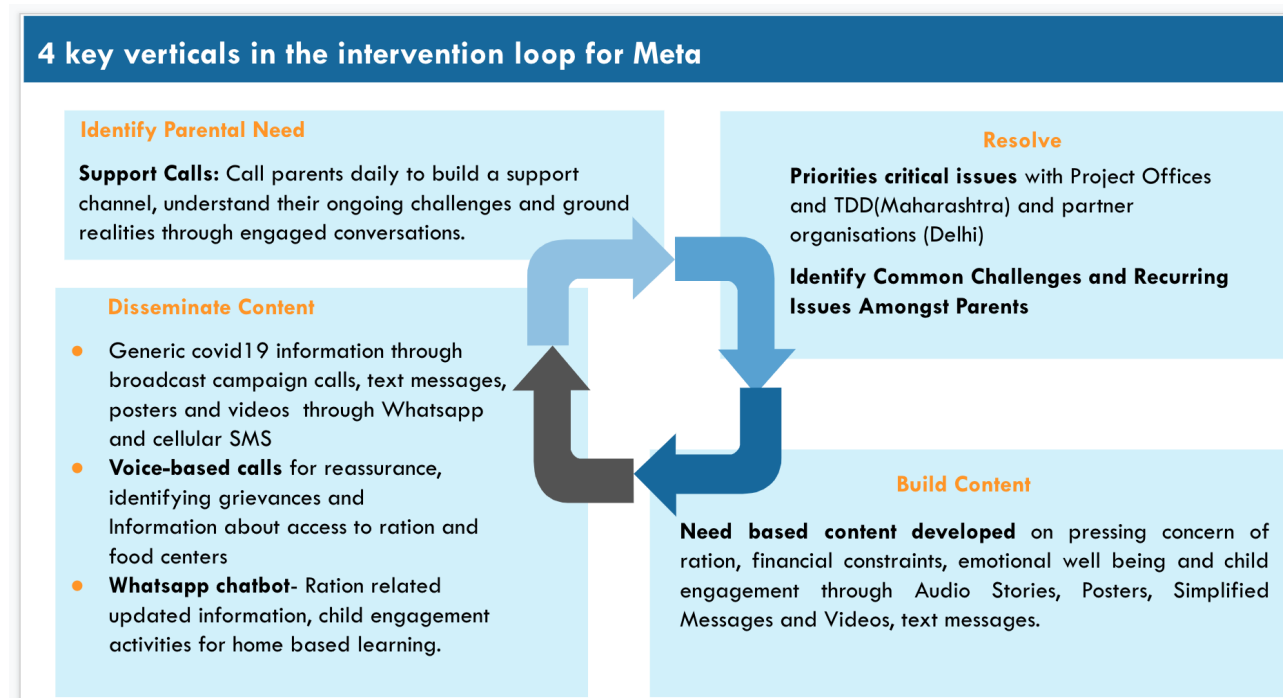
Furthermore, we observed differences whilst communicating with parents based out of two extreme geographical locations- Urban low-income communicates and remote rural tribal community. For instance: Tribal parents of Maharashtra are in hope for increased communication from school authorities and the government whereas the ones in Delhi are already part of multiple Whatsapp groups created by teachers but expect more personalised attention per child.

The expectations and requirements stated by the parents did support us to build a system to reach the objectives, with constantly evolving and streamlining processes in both states of operation of Saajha.

Chapter 3- Process flow

Figure 2: Depicts the Meta structure of operational loops across Delhi and Maharashtra.

The Meta process for both states is largely laid across 4 verticals where the intervention initiates in understanding parental need, this understanding sets precedent for the subsequent verticals of providing support through grievance resolution and information dissemination through careful identification of grievances and thorough analysis of factors and patterns of grievances.



In Delhi the response to the COVID-19 is entailed below:-

Over the past 5 years of working with schools and communities directly in Delhi, we have been able to gather data of households. We used this database to make calls to the households with a three-fold objective; Being a listener to make them feel being heard, to identify whether they have access to dry ration or food for the next week and ways they can ensure home-based learning ways for their children.

We started a call-based support system in Delhi, wherein the following measures were done:-

- 1) Hiring of call executives: Based on our past relationships, we recruited female home-makers, who were willing to contribute to the cause and engage in a learning experience. Being a parent themselves, they are able to resonate with the challenges of the families we were reaching out to.
- 2) Tech-based solutions: To ensure we are able to reach more households in a more effective and efficient manner, we collaborated with tech-based innovations such as WhatsApp chatbot, and mobile-based children learning applications.
- 3) Home-based learning: We integrated the available mobile-based applications (Google BOLO, iDream learning, Chimple) , YouTube channels (Pratham) and IVRS numbers (Mission Buniyad, Happiness classes) under broad categories for parents to choose based on their requirements, feasibility and preferences. This information was being disseminated using the call-based approach and WhatsApp chatbot.
- 4) Restructuring the definition of "Critical families": As and when we started with delivery ration to families in dire need, we realised that over the time certain key factors such as more approachability by the families for other sources to secure cooked food, and dynamics of the specific cases such as senior citizens, toddlers or pregnant woman or people with special needs.
- 5) Communication channels: Everyday update calls with the team members to ensure timely changes based on each day experiences and regularly communicating with the NGO partners for ensuring the delivery of ration to the families- this served as a base on which the intervention could run smoothly.

Figure 3: Depicts the intervention structure of operational loop across Delhi

Aligning with the Meta process, The Delhi team prima facie was to hear out the challenges being faced by the parents. Supported by giving them relevant information about the access to food and ration, further on ways to engage with their children for home-based learning. We also provided ration to the families in need or no other access source.

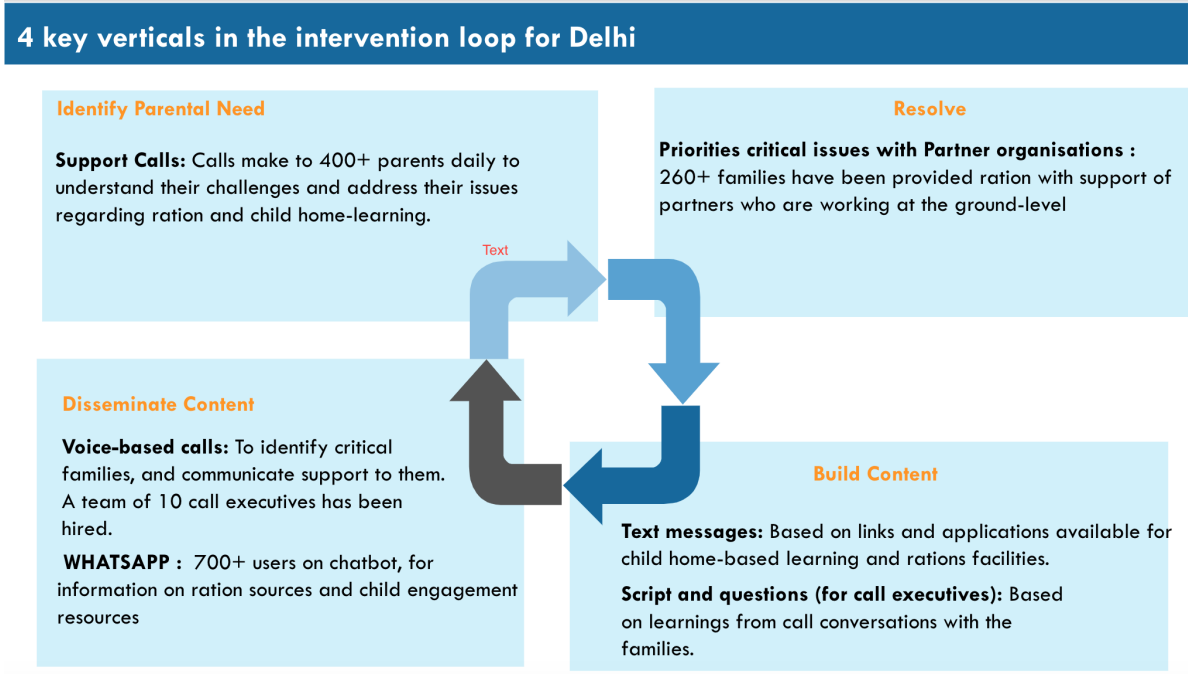


Image 1: Sample content on whatsapp chatbot

नमस्ते,
साझा से संपर्क करने के लिए धन्यवाद | साझा एक गैर-सरकारी संस्था है जो सरकारी स्कूल में पढ़ रहे बच्चों के पेरेंट्स के साथ काम करती है। व्हाट्सअप के ज़रिए हमारी कोशिश है कि लॉकडाउन के समय में हम परिवारों तक राशन से जुड़ी जानकारी पहुंचा सके और उनकी मदद कर सकें | साथ ही हम आपको बच्चों के साथ घर पर आसानी से की जा सकने वाली एक्टिविटी भी बता रहे हैं।

हम आप तक जानकारी पहुंचा सके इसके लिए हमें आपसे कुछ जानकारी चाहिए होगी। उम्मीद है कि आप सब कुछ सच्चाई से बताएंगे।

नीचे दिए विकल्प पर जानकारी के लिए, दी गई बिंदु के नंबर के साथ जवाब दें:

- 1 दबाकर जवाब दें अगर आपको राशन से जुड़ी दिक्कत आ रही है
- 2 दबाकर जवाब दें ऐसी एक्टिविटी के लिए जिनसे बच्चे घर में रहकर भी सीख सकते हैं

6:13 PM

साझा का प्रतिनिधि आपको जल्द ही कॉल करेंगे ताकि हम आपकी मदद करनी की कोशिश कर सके

राशन ई-कूपन लेने के लिए नीचे दिए गए लिंक पर क्लिक करके उसमें दिए फॉर्म में अपना सही मोबाइल नंबर और आधार नंबर डालें।
<https://ration.jantasamvad.org/ration/>

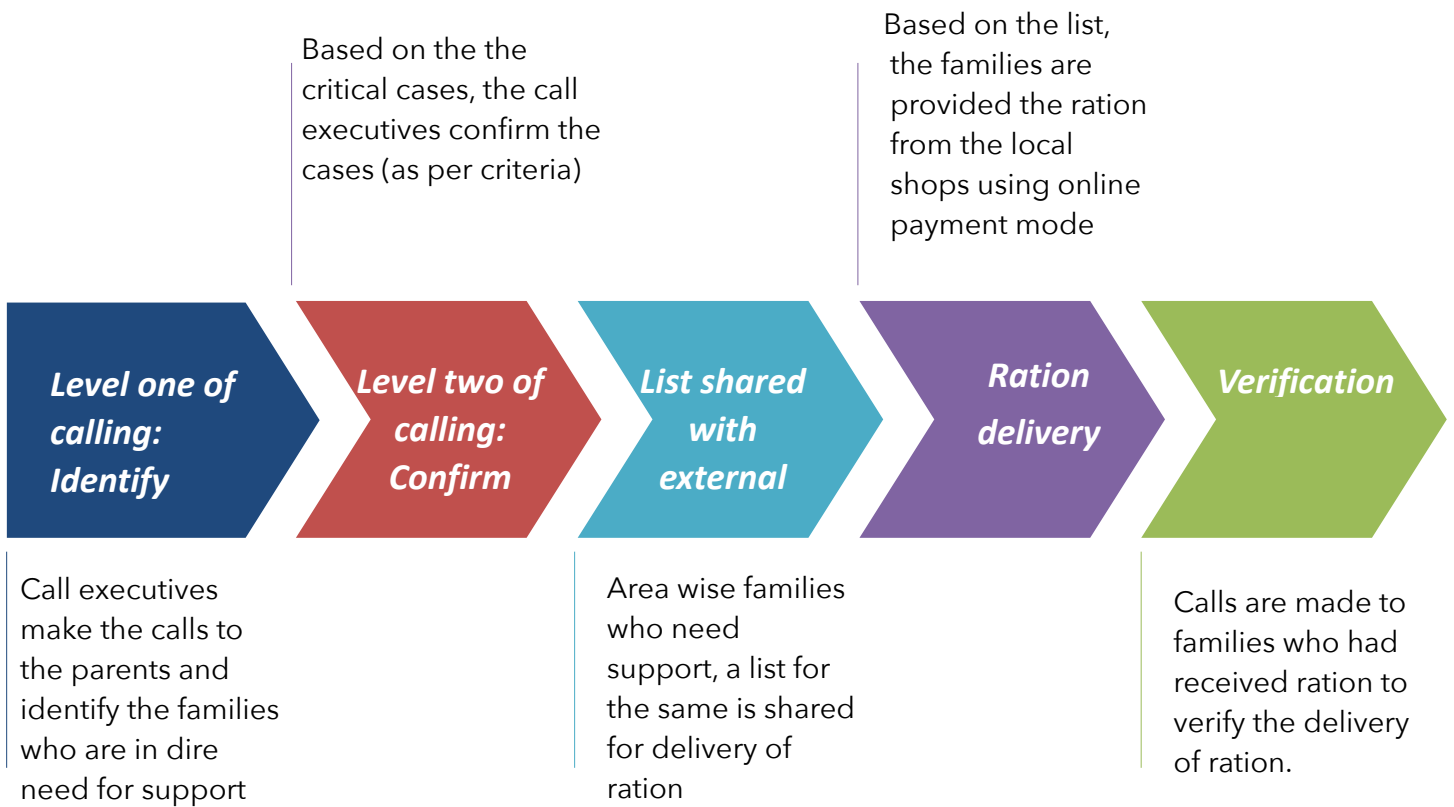
नोट: हो सकता है फॉर्म भरने में दिक्कत आए, हम आपको सुझाव देंगे की आप प्रयास करते रहे।

सरकार ने कुछ फूड सेंटर्स में खाना उपलब्ध कराया है। इनकी लिस्ट के लिए नीचे के लिंक पर क्लिक करें
<https://sites.google.com/view/delhihungerrelief/>

0 दबाकर जवाब दें मुख्य सूची में जाने के लिए

6:26 PM

Figure 4: Depicts the Ration delivery model in Delhi



The details of the process in Delhi can be found as part of ANNEXURE 1.

In Maharashtra the response to the COVID-19 is entailed below:-

We began on an organic footing by making support calls to parents from the Tribal community, to understand their current state of being. Through the calling analysis, a more structured process evolved over the period.

With the initial calls to 600 parents, we realized the urgent need to reach across other ATCs and increase support to more tribal parents. Under the banner of 'Sneha Setu' loosely translates to "Bridge of love", Saajha extended its partnership with TDD and scaled across 4 ATCS in total (Thane, Nashik, Amaravati and Nagpur) to work in tandem with over 100 Sneha Setu volunteers comprising of school teachers, superintendents and headmasters, aiming to bridge communication between tribal parents and TDD.

In order to reach these parents, we operationalized support calls via the following ways:-

- IVRS Automated calls through Knowlarity
- Switching gears to voice calls engaging in a nuanced conversation through deep listening
- Scaling reassurance calls to 4 ATCs by training and establishing calling units for each PO by collaborating with govt teachers and superintendents of Ashramshalas.
- Bridging communication between tribal parents and the government by communicating analysis pertaining to the challenges and needs of the families

Figure 5: Depicts the intervention structure of operational loop across Maharashtra

Aligning with the Meta process, Saajha Maharashtra's prima facie was to understand parental need during the lockdown. This source of information further produced three verticals which encompassed grievance analysis and immediate resolutions, content development and information dissemination making a full circle to providing support to tribal parents.

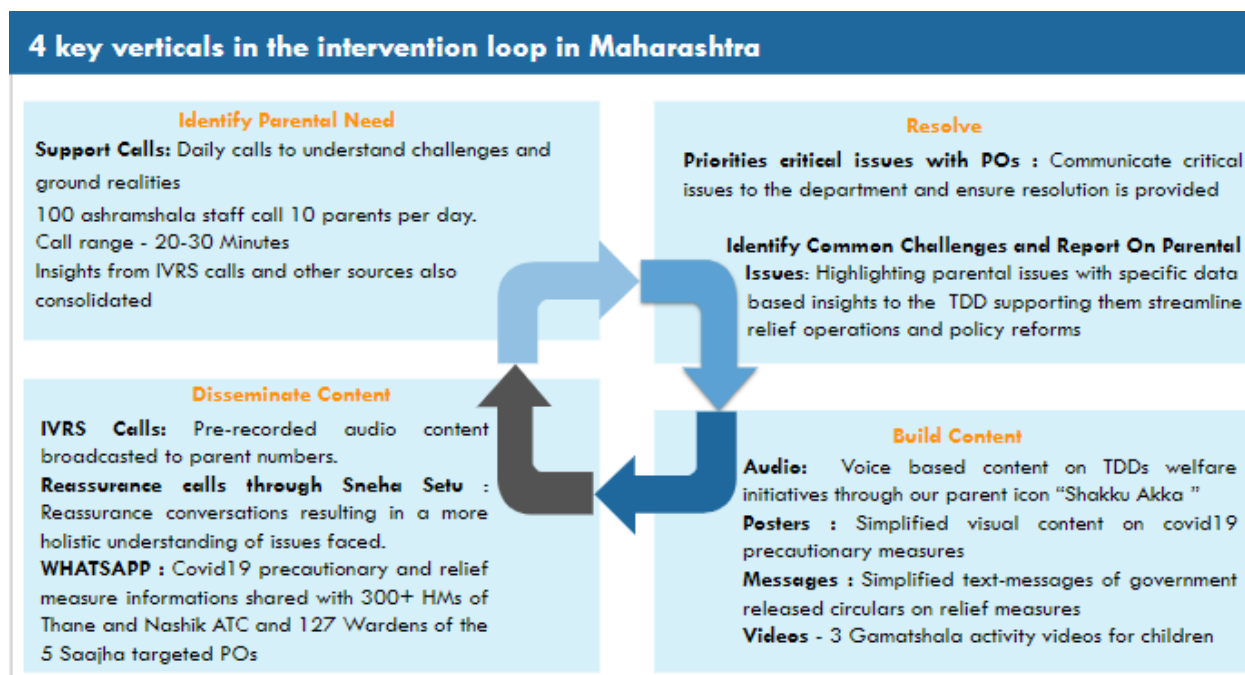


Image 2: Sample content created catering to tribal parents

Content largely catered to contextual needs and government guidelines for corona prevention and relief



शकुआककांच्या ५ सूचना

कोरोनाची लागण टाळण्यासाठी आश्रमशाळेतील मुलांनी व पालकांनी घरी काय करावे?

शासकीय आश्रमशाळांमध्ये दि. १६/०३/२०२० पूर्वी पुरवण्यात आलेल्या अंडी, केळी, भाजीपाला आणि दुध अशा नाशवंत पदार्थांचा साठा असण्याची शक्यता आहे. या पदार्थांवर खालील कार्यवाही करण्यात यावी:

- दुध (टेटा ब्रिक्स)**
 - टेटा ब्रिक्सचा बँच क्रमांक व वैधता दिनांक तपासा
- ते चांगल्या स्थितीमध्ये असल्यास आपल्या कार्यक्षेत्रातील गरजू लोकांना - अंगणवाडीतील मुले, गरोदर माता, निराधार महिला यांना देण्यात यावे.
 - वाटप केल्यावर बँचवाईज, दिनांक व वैधता दिनांक आणि संख्या यांची नोंदवहीमध्ये नोंद करावी.
- अंडी, केळी व भाजीपाला**
 - अंडी, केळी व भाजीपाला चांगल्या आणि खाण्यायोग्य स्थितीमध्ये असल्याची खात्री करून आपल्या कार्यक्षेत्रातील गरजू लोकांना- अंगणवाडीतील मुले , गरोदर माता, निराधार महिला यांना देण्यात यावे.
- वाटप केल्यावर संख्येसह साठा यांची नोंदवहीमध्ये नोंद करावी
 - या पदार्थांवरील कार्यवाही सरपंच, ग्रामसेवक व एसएमसी सदस्य यांच्याशी चर्चा करून करावी
 - वस्तू खाण्यायोग्य व चांगल्या स्थितीमध्ये नसल्यास त्यांचा एसएमसी सदस्य, अधीक्षक, अधीक्षक किंवा वरिष्ठ शिक्षक यांच्या समक्ष पंचनामा करा व त्यांची विलेवाट लावा

- साझा संस्था

1 वारंवार साबणाने हात धुवा व चेहऱ्याला हात लावू नका
वारंवार आपले हात पाणी व साबणाने स्वछ धुवा. तसेच, चेहऱ्याला हात लावू नका.

2 कोरडा खोकला, ताप किंवा श्वास घेण्यास त्रास होत असल्यास त्वरित डॉक्टरांना भेटा
कोरोनाची संदर्भ तपाण्यापूर्वी मास्क किंवा कसालाचा सावर करा. विद्यार्थ्यांनंतर, डॉक्टरांनंतर व कोणत्याही पुढभागाला स्पर्श केल्यात आपले हात साबण व स्वच्छ पाण्याने धुवा

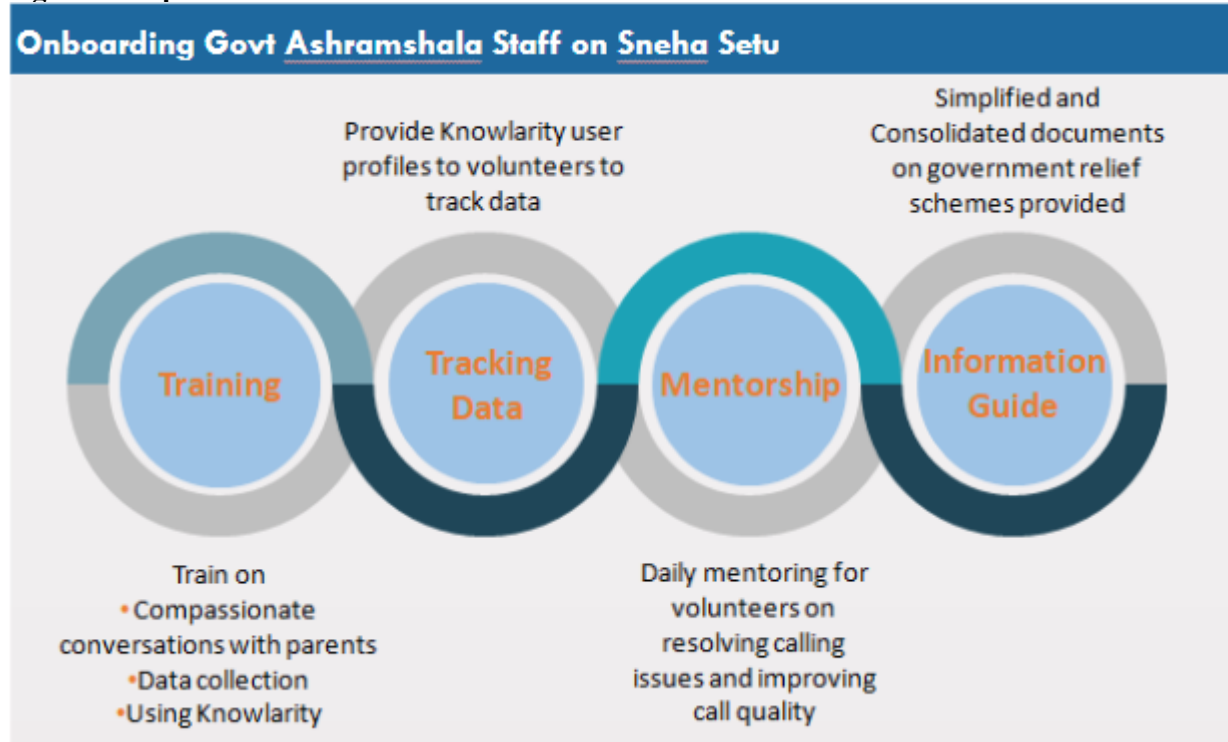
3 प्रवास व गर्दीची ठिकाणे टाळा
गर्दीच्या ठिकाणी व गर्दीचा भागात प्रवास करणे टाळा. गावातील कास लोक घुमने देण्याच्या ठिकाणांवर (मंदिर, बस स्टॅन्ड, पार) जाणे टाळा

4 विद्यार्थ्यांनी घरी रहावे
मुलांनी सुटीच्या काळात घरीच राहून घरात खेळता येणारे खेळ खेळावे

5 अधिक माहितीसाठी:
राष्ट्रीय कॉल सेंटर क्र. -११-११-२३११८०४६
राज्यस्तरीय नियंत्रण कक्ष क्र. ०२०-२६५२३११४
पालकांसाठी हेल्पलाईन: १८००-१०२१-५४६
आपल्या जवळच्या प्राथमिक आरोग्य केंद्रात संपर्क साधा

Furthermore, we have launched- Sneha Setu which is aimed to bridge communication between tribal parents and TDD. To achieve this effectively- Ashramshala headmaster, teacher and superintendent volunteers, took over the calling while Saajha ensured smooth functioning of multiple backend processes.

Figure 6: Depicts the structure for Sneha Setu



The details of the process in Maharashtra can be found as part of ANNEXURE 2 .

Chapter 4- Learnings

Know your families and know your communities:

It is important to be aware of the circumstances, expectations of the families that we want to support. Without a structured needs assessment, knowing what are the key requirements of the community along with which mode of communication would work best in the present circumstance.

Teachers, school authorities:

Major learning for Saajha Maharashtra was to connect the school to parent, Sneha Setu materialized this need, where over the period of time 377 teachers took over calling, the intention is to connect parents to someone with whom they can associate easily, teachers are essentially accustomed to the local context, they share a pre-existing relationship with the parents, are knowledgeable of the school along with academic development and can address parent concerns regarding education, they are aware of locally spoken languages. With respect to future anticipations, this will help to create a bond between parents and teachers which further encourages parental involvement in schools and lastly, to increasing the calling base.

Content delivery:

Expecting that the same content that was effective or not effective in the classroom environment would show results in such stressful situations is a far stretch. The content has not only to be integrated in the family or the environment but also aims to enhance it. One of the interesting examples of how we are seeing that just replicating the classroom in the home model might not work. A teacher is working with 5-6 students, the so-called bright ones and expecting them to disseminate to other students - the first bencher model is being duplicated as it is. Furthermore, an activity - based content might not work in the state when the families are tensed, while a motivational content is something that they would resonate more with.

A few learnings were incorporated as "Things to remember", while implementation of the intervention,:-

- 1) The calling time should be made keeping in mind the audience. For instance: Avoid calling during prayer time during Ramadan, usual lunch timings, food centre opening time and non-curfew time.
- 2) Check for duplicates in numbers before making each call or sending bulk texts.
- 3) Voice-based calls provide better insights than automated call support in a shorter duration, especially when the need of the user is immediate. Such calls have ~60% success rate, show high engagement and high user satisfaction. Ensuring quality control and data analytics for quick decisions.
- 4) While selecting tech-based solutions, the human resource must be potentially used to work in tandem at each step. This is true in cases when the end-users are majority not tech-savvy or have access to updated tech resources. For instance: Circulating a google form among parents is not much more effective than having a person call them to help/ assist them in filling a survey questionnaire.
- 5) Home-based learning tools aren't totally restricted by the availability of stable internet but are also dependent on other factors such as interest of child, parent-child interaction and feedback mechanism for tools shared.
- 6) 60% to 70% listen to the audio content, provided they pick-up the call. However, most of the parents are unable to attend calls for multiple reasons.
- 7) IVRS broadcast calls should be capped at 2 minutes though this can compromise on customization and tracking behavioural change
- 8) High human resource requirement- 1 caller can reach 70-100 families per week. Such caller would only need access to a simple phone. They would require continuous training to adapt to the on-going updates.
- 9) Digitising of phone numbers is a lengthy process, thus a dedicated team must be assigned for this.
- 10) Explore local available shops closer to the communities who would use e-money applications, to ensure fast delivery of ration.
- 11) To try speaking to one person in each household from the first to the delivery call of ration. This ensures fewer communication gaps and added confusions. For instance: In one particular case, when we spoke to the eldest lady of the house, she confirmed a lack of funds for ration and that she will be out of ration the next day. While during the second call to confirm her address and location for delivery, her husband replied that they are not facing any issues.

Chapter 5- Key drivers and Barriers

In order to reach our objectives efficiently and effectively, we utilised the below-mentioned resources,:-

1) Technology

Call trackers, bulk messages, real-time chatbots and one-stop data tools are essential to not just expand our reach but even to stay connected with our parent partners. In Delhi and Maharashtra, our teams used the technological tools such as Knowlarity (Calls-based tracking), Textit (SMS), Whatsapp Chatbot and Google forms.

While implementing our strategies, we faced a few challenges, mentioned below:

For Delhi-

- Updated call database: Most phone numbers had changed or were no longer actively used, by the parents. The database available at the school or community level isn't updated on a regular basis
- Success rate of calls: The rate of success call is around 37.4% whereas almost 60% of calls are either not received or disconnected. Almost 2.92% of the total calls made are directed to "Do not disturb" mode and 47.53% are not received by the end-user. Thereby reducing the number of reach significantly.
- Identifying duplication: Whatsapp chatbot or missed calls features don't differentiate between who is the user we have reached out to in the past nor gives a clear indication whether the same household is reaching out using different numbers.

For Maharashtra-

- Access to phones: Thousands of tribal parents via Internet/phone as only 20% of parent numbers were connected to WhatsApp, in a sample of 6000 phone numbers.
- Feedback mechanism: Tracking the reach of digital content is a hindrance as there are no backend mechanisms set in place for dissemination, tracking and feedback. Videos shared through Whatsapp to Headmasters for further dissemination to teachers and parents was challenging to track.
- Plethora of resources: As per the Headmasters, there exists an overabundance of online content and are disinterested in disseminating additional content.

2) Partners (Government officials)

In Maharashtra, Saajha has received constant support at ATC, PO and school level, with regular check-in calls to understand parent grievances, providing parent phone number data, providing in selected teacher and superintendent list, supported in conducting training form finalization of calling agent list and encouraging for proactiveness, issued Sneha Setu notice to POs and schools.

Whereas in Delhi, such support was limited to the Volunteers and fellows working with the Delhi government Education department. They helped in seeking information and verifying the available food centres, checking status for e-ration coupons, and assisted to procure a list of parents who would need ration.

In the view of working towards a specific goal in tandem with multiple stakeholders, we hit some roadblocks as well. Such as:-

For Delhi:-

-Information provided wasn't holistic. It covered only one aspect of the concerned issue by the government volunteers. For instance: A volunteer in the ration distribution department will state the names of the ration centres but won't be able to give status updates for e-coupons for the ones who don't possess a ration card of Delhi.

For Maharashtra:-

- The database provided by the government being outdated and in non-digitized form, we were able to reach only nearly 40% of parents from 60000 unique phone numbers, raising a requirement of an alternative approach to access tribal parent numbers.
- With the added responsibility of two more ATCs (Nagpur and Amravati), the team originally designed for two ATCs are adapting at a rapid phase.

3) Partner organisations (NGO Collaboration)

In Delhi, we collaborated from 1st April 2020 onwards with the organisations which are working tirelessly at the ground-level along with a pool of volunteers. Our team coordinated with them to reach out to families in need for ration. The funds were transferred to their respective accounts post confirmation of each delivery.

These organisations were on-boarded based on the following parameters:-

- Able to deliver to households at a distant area
- Able to deliver rations to families in 2 or 3 days

During the entire process of our response of the pandemic, we were able to collaborate with the following partner organisations:-

1) Sang: This is a group of Young India Fellows from Ashoka University (Initiative kicked off by the class of 2020) who have come together under the banner of SANG (संग) with a simple motto in our hearts: "Locking down hunger, together".

2) Robin Hood Army: This is a volunteer-based, a zero-fund organization that is working to server the communities via securing surplus food from restaurants.

3) Sharnarhi Sewa: They aim to provide shelter to the destitute. During the lockdown, they started providing ration to families especially to daily wagers.

4) Kaushalya Foundation (KF): This is a non-government, non-profit organization aimed at achieving socio-economic empowerment of the rural and urban poor and underprivileged as well as developing youth of the state. The organization is founded by a cohort of IIM-Ahmadabad graduates to work for the holistic development of the resource-poor, touching upon their livelihoods, education, and health.

5) My Story : A media student started "My story Trust" in 2019 to improve the mental health of people. This year they start delivering ration to critical families once the lockdown was announced.

6) Others: This includes Vidhan Sabha coordinators (East and West Delhi), DCPCR and internal team members of Saa-jha.

Our team had to deal with certain barriers, such as:-

- Multiple communications had to be made, thus the time taken to make one successful delivery was increasing, thereby reducing the number of resolved cases.
- Areas marked as "Hot-spots" for COVID spread cannot be reached out by the ground workforce due to restrictions. Any critical case from such locations couldn't be reached by us in a timely manner.
- Confirmation of house addresses was an issue as door-to-door delivery wasn't feasible in many cases.

Chapter 6- Way forward

Education holds the last priority during any crisis situation. Whilst it is important to address other needs of relief, shelter and well-being, complete negligence of a child's learning outcomes would fail the systems in the longer-run. It is imperative to ensure that the students are ready for the post-lockdown phase and the schools are prepared with the various precautions to be taken for continuing the learning methods. As next steps, we are investing in efforts to create a holistic path for the collaborative learning of the children. Some of them are listed below:-

1) Technology

- Development of a mobile-based application for ensuring much better data collation and call-tracking.
- Pilot Saajha SMC app with SMCs from 19 intensive schools across Jawhar, Dahanu, Shahpur, Nashik and Kalwan aiming to encourage communication and collaboration between school and community
- Piloting WhatsApp chatbot in Maharashtra, to reach parents using smartphones- aiding to disseminate information and knowledge.

2) E- engagement of parents

- Development of interventions specifically around parental engagement at a scalable level for Delhi.
- In Maharashtra, the extent of digital content is accessible only to a small percentage of tribal parents, there is a need to engage with more parents in order to understand the reach of the internet amongst the parents.
- Creating alternative means of tracking of digital content
- Expanding the calling team by mobilising volunteers for calling

3) Engagement with SMCs - Community Outreach (Maharashtra)

- Engage Model SMCs and Champion Parents on a voluntary basis with the immediate community in:
- Mapping and resolving community-level issues
- Bridge school and community for academic and school-related concerns
- Prepare school and community for post lockdown precautions and measures
- Disseminate content and information in the community and amongst other Ashramshala parents.
- Identify opportunity to scale this model from intensive schools to 5 Intensive POs and finally to schools under Thane and Nashik ATC

Along with the above-mentioned points, Saajha continues to support parents through these stages in the coming weeks:-

1. Ensure access to food and basics for the family children

In Delhi, we would continue supporting families who are in need of ration by directly transferring funds to the community grocery shops. Thereby reducing the multiple chains of communication and less exposure of families to step outside amidst COVID-19 precautionary measures.

Further, exploring the channels via which other requirements of the family can be met, such as available and applicable government schemes on Direct cash benefit, community-level learning centres for children, free cooking cylinders. .

Whereas in Maharashtra, with access to 12000 unique numbers, we would continue to engage in effective communication through calls and IVRS. In addition to door-to-door interventions by tying up with ASHA and Anganwadi workers, gram panchayat and field staff. For this, solutions will be explored along with continuation to simplify complex govt rules/schemes into graphics/small text for ease of comprehension by families.

2. Access and understanding of information and reducing emotional distress

Voice-based phone calls would be continued, with addition to IVRS in Delhi for the dissemination of information and mapping out ways to reduce communication gaps between schools and households.

Our team would be investing in the next few weeks to understand the feasibility for conducting joint sessions or webinars for parents in larger groups for topics based on their requirements and suggestions from school authorities.

To ensure providing a more robust and effective support to tribal parents in Maharashtra, with a high reach of 70% parents listening to the entire content if answered, broadcast calls will be capped at 2 minutes for attentive listening.

Voice based support calls is a successive medium to reach the maximum number of tribal parents, hence we will continue voice-based support calls and expand the reach to more parents. In addition to the streamlining of verification calls to ensure genuine grievances are resolved.

3. Managing learning environment stress (Delhi)

Preparing the families to ensure their well-being by designing interventions on "Spending time with your child at home", "Using digital modes for emotional well-being".

Our team would also be exploring mediums via which the schools are made post-COVID ready, wherein all infrastructural requirements, resource allocation shall be done to make sure that once the schools reopen the retention ratio doesn't fall.

ANNEXURES

1) Process details for Delhi intervention

Particulars	Inception Phase 1	Phase 2 Round 2 calls	Phase 3 Round 3 calls	Phase 4 Round 4 calls
Impact	<p>Drafting an outline for challenges being faced by the households, and thereby categorizing them into broad themes.</p> <p>Data available of parents whose children are in 70 MCD schools (These are the schools wherein Saajha works directly). Master sheet for 5500 (Approx.) contact details.</p>	<p>Themes identified wherein most support is required- Ration and Home based learning for children, most important was to be "One designated source" for parents to trust.</p>	<p>Mapping families who are in need of ration on a 48-hour timeline with the help of other partner organisations. Based on learnings from the Pilot phase, the need to redefine the parameters of critical families.</p>	<p>Information dissemination and shorter routes to map critical cases</p>
Reach	<ul style="list-style-type: none"> - Number of parents to whom calls were made (Total)-224 - Success calls-140 	<ul style="list-style-type: none"> - Number of parents to whom calls were made (Total)-1732 - Success calls-709 -Number of partner organisations reached- 1 (Sangh) -Families supported-26 	<ul style="list-style-type: none"> -Number of parents to whom calls were made (Total)- 3060 - Success calls-866 -Number of partner organisations reached- 3 (Sangh, Big basket, Robinhood) -Critical families mapped and supported-102 	<ul style="list-style-type: none"> -Number of parents to whom calls were made (Total)- 3015 - Success calls-1050 -Number of partner organisations reached- 3 (Sangh, Big basket, Robinhood and Two Saajha members) -Critical families mapped and supported - 536

<p>Tactics/ Refining the strategies</p>	<p>Hiring of members from the community as call executives that we work with to help us reach more parents.</p> <p>Designing of intervention for COVID-response based on inputs of the front-line call executives.</p> <p>Raising appropriate funds that would be utilised throughout teams.</p>	<p>Training of call executives on using tech tools such as Zoom and knowlarity</p> <p>-Collaborated with an organisation named Sangh to provide ration to the families marked as critical by our team.</p> <p>-The entire Saajha team in Delhi experienced fundraising for the project.</p> <p>-Regular check-ins with the team to ensure timely response</p> <p>-Creating a google form, to ease the data entry by the call executives.</p>	<p>Getting feedback of the team to build a new tech platform (Chatbot)</p> <p>Explaining the importance of probing to the call executives and making the call sound more conversant</p> <p>Regular check-ins with the team to ensure timely response</p> <p>Inter-team engagement to share inputs</p> <p>-Inadequacy of the team in using multiple apps at the same time-paving in way for creating a standardised platform to record, make calls and enter data thereof.</p> <p>-Re-define critical families, to provide more customisable ration. Example: A family where there is an infant would need more milk than the requirement of turmeric.</p>	<p>Introduction of whatsapp chatbot for the team. Orientation of the team on understanding the Chatbot.</p> <p>Development of an application to streamline the operations.</p> <p>Creating a resource pool for apps/links on parental engagement.</p>
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<p>Concept/ Service</p>	<p>Data available of parents whose children are in 70 MCD schools (These are the schools wherein Saajha works directly). Master sheet for 5500 (Approx.) contact details.</p> <p>Understanding the requirements of the parents during the lockdown.</p> <p>Analyse the challenges that the families are facing in lieu of lockdown</p>	<p>Themes identified wherein most support is required- Ration and Home based learning for children, most important was to be "One designated source" for parents to trust.</p> <p>Themes identified: Ration, food centre and engaging children at home</p> <p>Coordinate with other organisations to understand the kind of support they provided at the ground level</p>	<p>Mapping families who are in need of ration on a 48-hour timeline with the help of other partner organisations. Based on learnings from the Pilot phase, the need to redefine the parameters of critical families.</p> <p>Post understanding, and mapping the other NGO partners, draft out specific questions based on the kind of support we can provide.</p> <p>Ration: Identify critical families based on a questionnaire asked by the call executives, and reach out to the NGO partner to help them.</p> <p>Child engagement: Say out a few apps that can be used at home</p> <p>Coordinate with NGO partners to help the critical families at the earliest</p>	<p>Information dissemination and shorter routes to map critical cases</p> <p>Calls to be made to new dataset (existing plus the numbers received via whatsapp)</p> <p>Reaching out via whatsapp for information dissemination and figuring out the critical families.</p>
<p>Government Support</p>	<p>Not applicable</p>	<p>Seeking information and verifying the available food centres</p>	<p>Seeking information and verifying the available food centres</p> <p>Status check for e-ration coupons</p>	<p>Seeking information and verifying the available food centres</p> <p>Status check for e-ration coupons</p> <p>Getting assistance to procure a list of parents who would need support</p>

Tools	Knowlarity (Calls), google excel sheet	Knowlarity (Calls) and google form	Knowlarity (Calls), Google form, Textit (SMS)	Knowlarity (Calls), Google form, Textit (SMS), Turn (Whatsapp chatbot)
Team structure	<p>Team composition:</p> <ul style="list-style-type: none"> - Calling - 12 members - Analysis - 2 members - Content - 2 members 	<p>Team composition:</p> <ul style="list-style-type: none"> - Calling - 12 members - Analysis - 2 members - Content - 2 members - Resolution - 4 members - Database management - 2 members - Calling sheet management - 2 members - Coordination and communication with partners and team- 2 members 	<p>Team composition:</p> <ul style="list-style-type: none"> - Calling - 12 members - Analysis - 2 members - Content - 2 members - Resolution - 4 members - Database management - 2 members - Calling sheet management - 2 members - Coordination and communication with partners and team- 2 members 	<p>Team composition:</p> <ul style="list-style-type: none"> - Calling - 12 members - Analysis - 2 members - Content - 2 members - Resolution - 4 members - Database management - 2 members - Calling sheet management - 2 members - Coordination and communication with partners and team- 2 members
Timeline	28-29th March 2020 (2 days)	30th March-9th April 2020 (11 days)	<p>10th April- Training of call centre executives</p> <p>11th-22nd April 2020</p>	<p>22nd April- 20th May 2020</p> <p>The ration delivery process was completed on 7th June 2020</p>

<p>Definition of critical families</p>	<p>Not applicable</p>	<p>Based on the answer in the google form by the call executives- “माता-पिताकेसाथआपकीबातचीतकेआधारपर,आपकोकितनामहत्वपूर्णलगाताहैकिमाता-पिताकोसमर्थनकीआवश्यकताहै?”</p> <p>If they mark this question as critical, the family is considered to be the ones who would need support on an immediate basis.</p>	<p>Only those cases will be considered critical, which satisfy one of the 2 criteria A and B. Details of criteria A and B are as follows:</p> <p>A. The household has at least 1 member who is either old (above 60 years) or infant (0-6 years) or pregnant***</p> <p>AND</p> <p>The household needs grocery items/milk to cater to the above-mentioned members</p> <p>B. The household does not have ration to <u>suffice</u> for the next 1 week</p> <p>AND</p> <p>They do not have ration card of Delhi</p> <p>AND</p> <p>They have not been able to utilise the ration e-coupon service started by the Government of Delhi in the wake of Covid-19 pandemic</p> <p>AND</p> <p>They have not been able to utilise the service of a food-shelter started by the Government of Delhi in the wake of Covid-19 pandemic, near their home</p> <p>*** We added specially-abled as well later.</p>	<p>Only those cases who satisfy the following:-</p> <ol style="list-style-type: none"> 1) The family has either or all- old (above 60 years) or infant (0-6 years) or pregnant or specially-abled person at home 2) Doesn't have a ration card of Delhi or hasn't registered/received the e-coupon for ration. <p>Via texts/ chatbot</p>
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2) Process details for Maharashtra intervention

Particulars	Inception Phase 1	Phase 2 Round 2 calls	Phase 3 Round 3 calls	Phase 4 Round 4 calls	Phase 5 Round 5 calls	Phase 6 Round 6 - 9 calls
Impact	Developed understanding of broader categories of issues faced by parents for example ration shortages, financial hardships etc.	Facilitated doorstep delivery of food stock for a month to 3 families who were facing acute shortage of food.. Reassurance calls scaled up to include 79 parents.	In depth reassurance conversations were made resulting in a more holistic understanding of issues faced.	Based on first hand understanding of the issues faced by parents, six major categories of issues were devised to be able to provide specific data based insights to the TDD enabling them to streamline relief operations.	Parents were more comfortable in interacting leading to enhancement in the no of grievances received.	Facilitated doorstep delivery of food stock to 5 families who were facing acute shortage of food.
Reach	IVRS calls on Symptoms and precautions for Covid19 - 125 calls. Reassurance calls to 66 parents were made inquiring about their well being and to see how they felt in general.	IVRS calls on What can be done at home to keep children engaged - 175. With a focus on understanding the needs of the parents, Reassurance calls were made to 79 parents.	IVRS calls on provision of ration, Ujjwala Gas yojana, PM Kisan, MGN-REGA - 488. 75 reassurance calls were done simultaneously also keeping a track of resolution of families having acute crises such as no food etc.	IVRS calls on JandhanYojna, NiradharYojna, DBT, Ambulance service - 380	IVRS calls on Detailed information about food to be distributed by ration shops (PDS) - 1782	IVRS calls on Information about extension of lockdown and cancellation of 10th Geography exam and 9th exam.- 2217 Ration helpline and consumer helpline information - 2163 Information on domestic violence helpline - 1689. By the end of Round 9 of calling 513 parents were reached through reassurance calls.

<p>Tactics/ Refining the strate- gies</p>	<p>Content sent to HMs:</p> <ul style="list-style-type: none"> - Info-graphics on covid precautionary measures - Simplified TDD circular on perishable food items - Message asking to share parent numbers. <p>Calling:</p> <ul style="list-style-type: none"> - Calling a few parents each day/week for general understanding of their conditions, children's health and existing problems. - Internal team check-in call twice a week to discuss calling insights and way forward - IVRS campaign calls on Symptoms and precautions for Covid19 and What can be done at 	<p>Calling:</p> <ul style="list-style-type: none"> - Reassurance calls to 5 parents each day/week focusing on covid related prevention and relief measure information, expectations from government and information void. - Analysis made after each calling round and shared with TDD - Realized the need to find other means of information dissemination but non found. - IVRS campaign calls on provision of 	<p>Content sent to HMs:</p> <ul style="list-style-type: none"> - Message and voice note asking to share parent numbers. <p>Calling</p> <ul style="list-style-type: none"> - Reassurance calls - additive information on knowing ration and financial constraints - IVRS campaign calls on detailed information about food to be distributed by ration shops (PDS) 	<p>Calling:</p> <ul style="list-style-type: none"> - Reassurance calls - 10 calls per day/week, additive information on knowing about children's activities - Analysis made after each calling round and shared with TDD 	<p>Calling:</p> <ul style="list-style-type: none"> - Reassurance calls - additive information on knowing the occurrence of domestic violence - IVRS campaign calls on information about extension of lock-down and cancellation of 10th Geography exam and 9th exam and ration helpline and consumer helpline information <p>Database expansion:</p> <ul style="list-style-type: none"> - 4 ATC parent DBT data shared by TDD 	<p>Content</p> <ul style="list-style-type: none"> - Gamatshala content (3 video, 2 info-graphics) and simplified TDD circular on ration vatap shared with schools and POs <p>Calling:</p> <ul style="list-style-type: none"> - Reassurance calls through Knowlarity - additive information on knowing the occurrence of domestic violence - IVRS campaign calls on information on domestic violence helpline - Analysis made after each calling round and shared with TDD <p>Sneha setu</p> <ul style="list-style-type: none"> - Launch of Sneha setu with TDD officials and ashramshala staff members - Onboarding teachers as part of Sneha setu - Google form created for data digitization - Team members sent personal invitations to TDD staff members - IVRS call
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Concept/ Service	The initial calling efforts were directed towards creating a connect with the parents so as to pave the way for creation of a channel of communication so that the parents were at ease to share their issues and information about Covid19, government schemes and ashram school reaches parents.	To listening to the Ashram school parents and helping parents in the state of pandemic.	Purpose was then modified/ extended to providing necessary insights to the government to help them with decision making.	Analysis of data was restructured in light of the modified purpose of the calling by introducing problem buckets across categories of Accessibility, Emotional Issues, Compliance, Supply Constraints, Connectivity & Financial Hardships.		Comprehensive Report of the issues were identified across all the rounds of calling to incorporate learning in the next phase of the intervention i.e. Scaling up.
Government Support	<ul style="list-style-type: none"> - HMs supported in sharing parent numbers - PO pushed HMs for parent numbers and provided relief to grievances raised - Check-in calls with TDD to discuss calling insights 	+ TDD engaged in calling report shared by TDD			<ul style="list-style-type: none"> - Supported in providing parent data 	<ul style="list-style-type: none"> - Provided selected teacher and warden list - Helped in conducting training - Issued Sneha setu notice to POs and schools - Partnering with Saajha for Sneha Setu - Finalized on training all wardens and 50 teachers to work with us - Pavneet ma'am attended team call on calling insights to understand ration grievances

Tools	<p>Technology: Knowlarity, cellular calls and whatsapp for informa- tion dissemi- nate</p> <p>Content: - Two pager info- graphics on coro- na pre- vention - Simpli- fied ver- sion of TDD cir- cular on distribu- tion of perish- able food items in schools - Message request- ing HMs to share parent phone numbers</p>		<p>Content: - Message request- ing HMs to share parent phone numbers</p>			<p>Technology: - Knowlarity, whatsapp and google form</p> <p>Content: - 3 Gamatshala videos and 2 infographics - Simplified TDD circular on ration vatap by ashramshalas - Google form for HM - Sneha setu invitation - Launch de- sign</p>
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Team structure	<p>Team composition:</p> <ul style="list-style-type: none"> - Calling - 12 members - Analysis - 2 members - Content - 4 members - Grievances redressal - 2 members - Database management - 3 members - Calling sheet management - 2 members - Coordination and communication with government and team- 2 members <p>Composition basis:</p> <ul style="list-style-type: none"> - Was random and unstructured initially by second week members were assigned roles based on skill and time availability 	Team composition: + Volunteers for data digitization	- Recognizing the reach of calls with our team is limited, we feel the need of more calling executives			<ul style="list-style-type: none"> - Calling team expanded to 50 TDD staff members - 9 Saajha team members mentoring 50 teachers on parent calling
Timeline	16/3/20 to 28/3/20	30/3/20 to 4/4/20	6/4/20 to 10/4/20	11/4/20 to 13/4/20	14/4/20 to 15/4/20	16/4/20 to 20th May 2020

