
IMPACT ASSESSMENT REPORT ON KEF - PARVARISH PROJECT

Prepared For



Prepared By



SOULACE CONSULTING PVT LTD

ISO 27001:2013 Certified

DELHI NCR | MUMBAI | KOLKATA

Website: www.soulace.in; Email: enquiry@soulace.in

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ABBREVIATIONS

CSR	Corporate Social Responsibility
ECCE	Early Childhood Care and Education
KSL	Kotak Securities Limited
KPAP	Kailbil Parivar & Apulki
NEP	National Education Policy
ST	Scheduled Tribes
SC	Scheduled Castes
OBC	Other Backward Castes
OC	Open Category
KEF	Kotak Education Foundation

EXECUTIVE SUMMARY

The first formative years of a child are critical years of human life that shape the following years of development and transition to adulthood. Therefore, a positive contribution to the early years of childhood has a long-term impact on child development and learning. The national policy on ECCE and NEP lays the key focus on the care and early learning of every child. Strengthening the capabilities of parents and families, therefore, becomes pivotal in ensuring quality education in the early years, resulting in a greater quality of learning and life in the long term. Although policy mandates highlight the cruciality of anchoring early childhood learning, families in under-resourced communities coupled with multiple marginalities still do not receive quality and equitable support.

Prioritizing early childhood education and learning in under-resourced communities of Mumbai, the collaborative project of KMBL & KSL, partnered with KEF, Parvarish took cognizance of improving developmental understanding among parents in the domain of literacy and numeracy to ensure quality foundational learning among children of primary and pre-primary ages. To put the shared image of a child forward, it is generic to improve the early childhood experience of children through responsive parents. The interventions of KPAP(Kilbil Parivar & Apulki) under the broader intervention of Parvarish equipped parents with critical knowledge of a child's development in formative years and the approaches to foundational learning needs. A unique touch was applied to the project in the pandemic year 2020-2021 to ensure the continuation of the intervention and support the need of the beneficiaries.

A mixed research approach has been used in the impact research study of Parvarish to deliver a more comprehensive understanding of the impact of the project. Using quantitative and qualitative tools, both numerical data and descriptive experiences of beneficiaries can validify the impact created through this intervention. The structured interview tool was used to collect data from 261 beneficiaries after a random sampling method was used to select participants. The data was then analyzed and interpreted in the narrative report.

Major findings of the study:

- The project caters to the needs of developing capacity among parents of under-resourced communities and empowering them toward more holistic parenting.
- The project has been strategic in building awareness among mothers of diverse ages; however, fathers still need to be engaged further.
- The project works towards enhancing foundational learning, numeracy, and literacy along with socio-emotional interactions between parents and children.
- 73.8% of respondents recorded that they benefited from the project where their day-to-day interactions with their children became better.
- Thematic-based training focusing on numeracy, literacy, love language, parenting, and home was offered to the parents. The project built enhanced channels of communication, safer homes, and better socio-emotional ecosystems for children in their early years.

CHAPTER 1: INTRODUCTION

The CSR project of KMBL & KSL aims at empowering parents regarding the importance of early childhood education in their child's life and aids them in enhancing their involvement in the primary and pre-primary education of their child. Parvarish facilitates the process of parent-teacher team-up, thereby providing them with the necessary tools that enable them to enhance the cognitive, social, and emotional well-being of the child.

Children's academic growth and motivation are hindered by a lack of learning avenues during the early stages of education, which further challenges them in attaining their highest potential. Holistic development in primary and pre-primary education depends heavily on parental support and involvement. Parents may foster a love of learning in their children and prepare them for future academic achievement by providing a stable and encouraging home environment, promoting and supporting learning, modelling positive behaviour and advocating for the needs of their children.

The role of a strong family structure in early childhood education is pivotal. But the situation is quite different in under-resourced families. They lack proper knowledge of the importance of early childhood education and what should be their involvement in the same. Therefore, knowledge about the same is indeed necessary for strengthening the family structure of such families and their idea of early education.

This is where KMBL & KSL and KEF plays a crucial role in acknowledging this relevant concern. Under one of its major interventions for strengthening families, Parvarish, KPAP(Kilbil Parivar and Apulki), branch out to strategically address the concern of learning outcomes such as numeracy and literacy. It focuses on training parents to take ownership of their children's learning outcomes and social-behaviour concerns, resulting in building conducive family environments for children's formative growth and development. The uniqueness of KPAP is that it bridged the crucial learning gap created by the pandemic, by initiating digital strategies to equip parents and ensure learning is continued among children.

In low socio-economic communities, parents frequently lack access to information or resources necessary to nurture children to achieve their greatest potential. Kilbil Parivar and Apulki (KPAP) are projects that work with parents to help them effectively help their children improve their development and learning outcomes. Through KP&AP, Parvarish aims to inspire parents and provide them with the resources they need to proactively improve their children's learning outcomes through high-quality interactions daily, thereby increasing parental involvement in their child's education.

Objectives



The goal of the research is to comprehend the demographics and context of those who benefit from the study and to identify which beneficiaries achieved better outcomes and which ones require more focused attention.



The research analyses how parents view parenting after the intervention.



The research assesses the impact produced by the intervention.

CHAPTER 2: RESEARCH METHODOLOGY

Research generally involves a systematic and rigorous process of gathering, analysing, and interpreting data using methods and scientific principles to gain insights and understanding of discourse. Research methodologies are used in impact evaluation to assess the effectiveness of the projects and interventions in achieving intended outcomes for envisioned objectives. Since project interventions take account of the reach of beneficiaries and the quality of their experiences through the intervention, impact evaluation culminates in the aspects of methods, therefore, mixed research is seen as justifiable for such scenarios.

This study also undertakes a mixed research evaluation approach, integrating both qualitative and quantitative approaches to theorizing a comprehensive understanding of the impact generated through the project. The approach has been systematically applied to data collection, data analysis, and interpretation to strengthen data reliability, the validity of findings, and inferences. This helps to deepen the understanding of outcomes and impacts achieved and how the context affected the implementation of the project. Mixed research was selected since it is one of the rare evaluation methods which accurately captures the complexities of how the project functions in the real field.

Opposed to the idea of drawing subjective speculations, this scientific approach is applied to derive objective insights. The derivations are based on the data collected from the beneficiaries and other stakeholders engaged in the implementation of the project. The collected data was then analysed to provide scientific inferences, backed by qualitative data collated from the participants. The data collected were structured and sorted, and computing tools were used to process them. The collection of data was done in two tiers: a primary and secondary collection of data. The insights of the study are accountable to the characteristics of scientific research, namely ethical neutrality, transparency, testability, and validity.

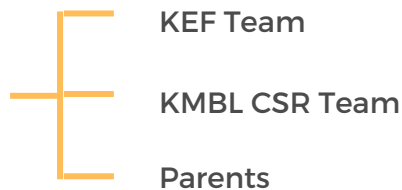
Research Design

- Name of the project : Parvarish
- Implementation Agency : Kotak Education Foundation
- Research Design used : Descriptive Research Design
- Sampling Technique : Stratified Random Sampling
- Sample Size : 261
- Qualitative Methods used : Testimonials and Case Studies

Ethical consideration

This impact evaluation research was conducted keeping in mind an ethical consideration to ensure that the study is conducted ethically and responsibly. Participants were fully informed about the nature of the research and their participation involved. They were given the opportunity to fully consent to participate in the research study or withdraw at any time. The confidentiality of the participants was maintained, and they were treated with fairness and respect by the SoulAce research team. No false promises were made to the beneficiaries, and it was ensured that they were not hurt in any way.

Key Stakeholders



Study Tools

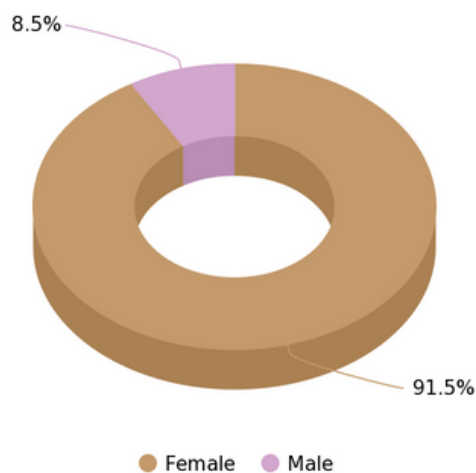
Structured interview schedules were developed for the sample of beneficiaries for the evaluation. The stakeholders involved in this intervention were parents, facilitators, and the coordinators of the project. For the qualitative accumulation of data, testimonials were collected from a sample group of participants.



CHAPTER 3: BENEFICIARY COVERAGE, BACKGROUND, AND TRAINING UNDER PARVARISH PROJECT

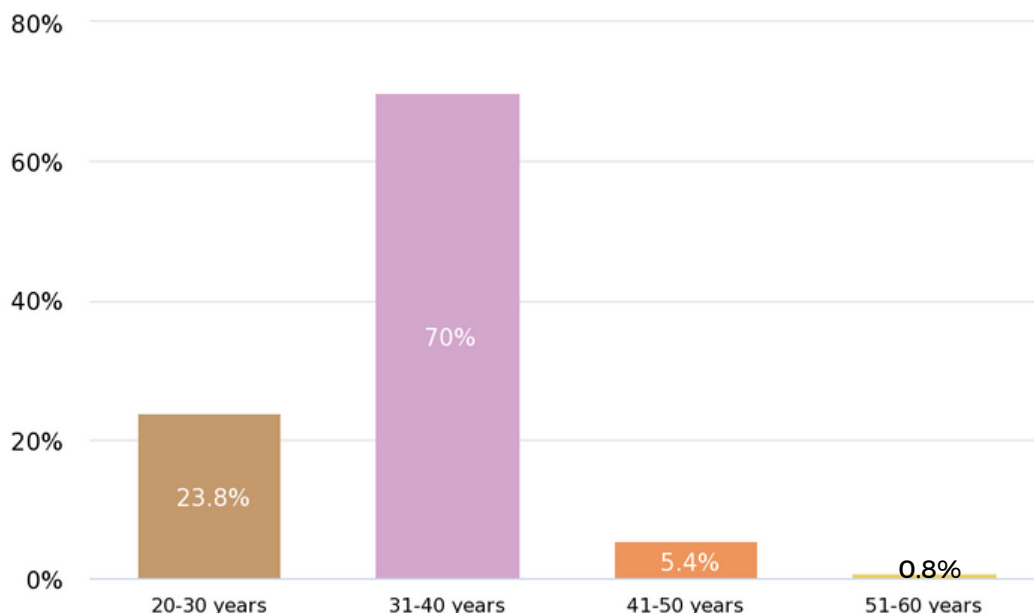
The study gathered information about the educational and social backgrounds of the families to generate an action plan and analyse their strengths, behaviour, and attitude towards the pre-primary and primary education of their children in a household setting.

Percentage distribution of respondents by gender



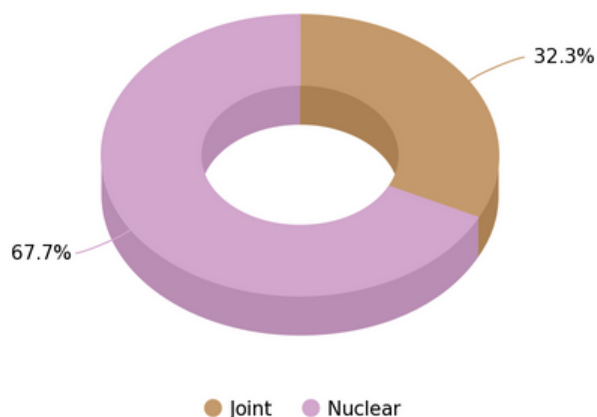
The pie-chart exhibit shows the segregation of respondents based on gender. The clear dominance of female respondents over males is evident from the graph. This is indicative of the family structure in India. Women form the foundation of the family and are the primary caregivers. Thus, they have greater involvement with the children than men.

Percentage distribution of respondents by age group



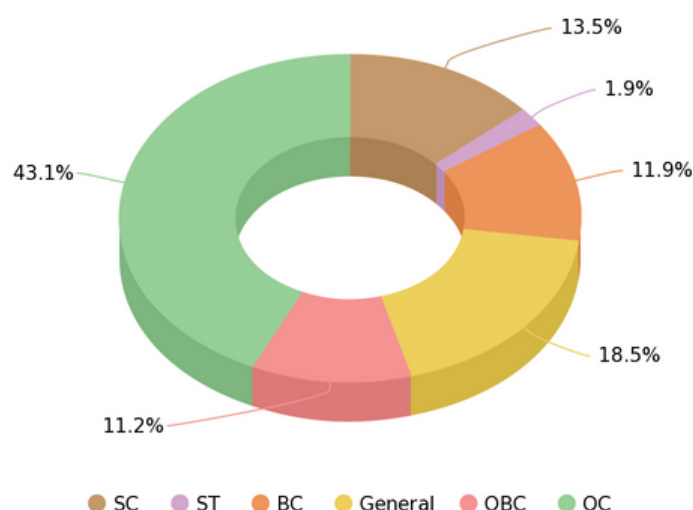
The given chart displays the age demographics of the respondents. This analysis reveals that the majority of the population belongs to the age group of 31-40 years, followed by those falling under 20-30 years and 41-50 years. With a joint analysis of the above two charts, we can conclude that females within the age group of 31-40 years are the majority in the respondent pool.

Percentage distribution of respondents by family type



This pie chart helps us decipher the type of family the respondents belong to. The nuclear family forms the majority with around 68% and the joint family comprises only 32%. This chart further cements the trend of people migrating from joint families to nuclear families. Therefore, it can be realized that a greater number of nuclear families were engaged in this project than joint families.

Percentage distribution of respondents by social category



The illustrated graph provides insight into the diversity of the respondents. The majority of the respondents, i.e. 43%, belong to the OC category. This is followed by the respondents who belong to the General category, comprising 18%. SC, BC, and OBC categories have somewhat similar shares, comprising 13%, 12%, and 11% respectively. ST category has the least share of only 2%.

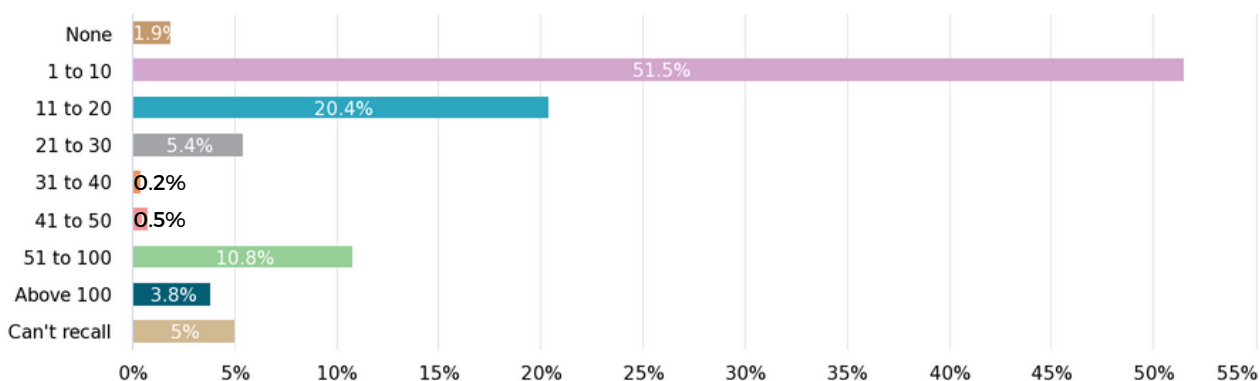
From the data, we learn about the population demographics of the respondents. Females between the age group of 31-40 years form the majority of the respondents. The charts also tell us about the social background of the participants. A substantial chunk of the population belongs to the OC and General categories and generally belongs to a nuclear family.

CHAPTER 4: PARENTS' TRAINING AND ORIENTATIONS

Worksheet practiced among the children during 2020-21

Through Parvarish, parents were trained through virtual means on key thematic areas of child development. These largely focused on engaging parents on the learning needs of children, using activity means to decode foundational learning and worksheet facilitation. Parents then carried out the learning activities with the children and resolved worksheets with them to maintain the continuum of learning.

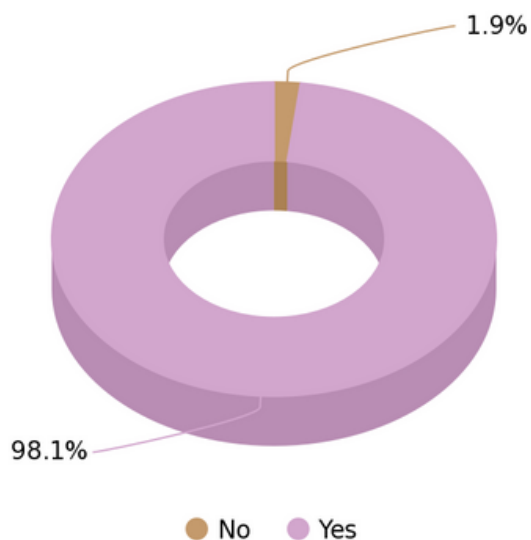
Percentage of respondents reported about the no. of practice worksheets completed by their child during the year 2020-21



The above graph suggests that 51.5% of respondents agreed to have solved 1-10 worksheets with their children. 20.4% of respondents claimed to have solved 11 to 20 worksheets with their children during the above-mentioned year.

Participation in WhatsApp group

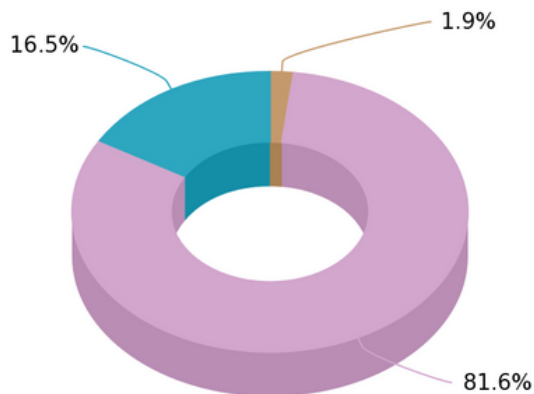
Percentage of respondents reported whether part of WhatsApp group of Parvarish project



The graph is skewed toward respondents who reported that they were part of the WhatsApp group. This shows that Parvarish did reach out to most of the parents and ensured their participation through the WhatsApp group. It can be established that 98.1% of parents received information regarding the project through WhatsApp groups. Telephonic assessments were a part of the Parvarish project to follow up on the training, and quality of training, and ensure a feedback loop. 88.8 % agreed it was useful for them.

Regularity in attending virtual sessions

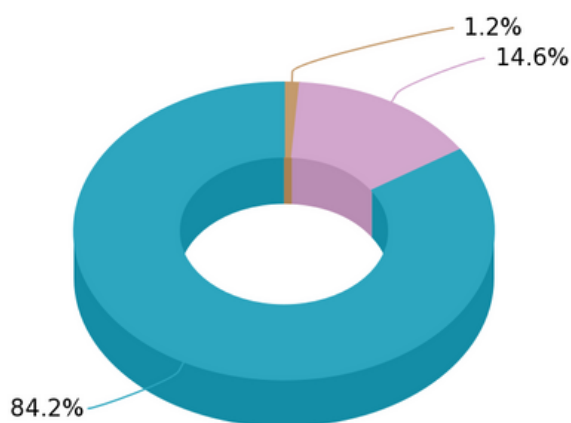
Percentage of respondents reported whether they were regular for all virtual sessions of Parvarish project



● I was not very much regular in attending session ● Yes-I attended almost all sessions ● Yes-I attended some sessions only

To understand the regularity of the parents, data was collected from 261 respondents. It was found that 81.5% responded that they had attended almost all of the virtual sessions conducted. It is safe to assume that the content was engaging as the majority of respondents were incentivized to revisit the sessions.

Percentage of respondents reported whether the Parvarish project was engaging

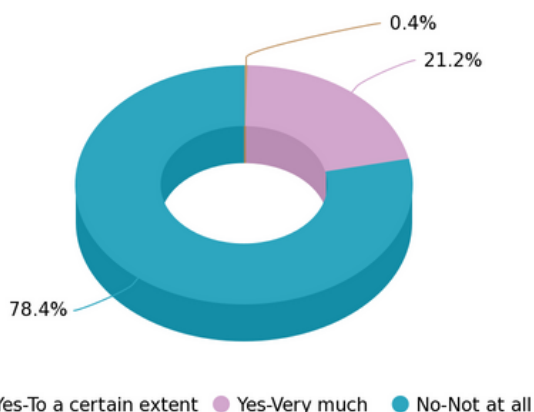


● Yes-To a certain extent ● Yes-Very much ● No-Not at all

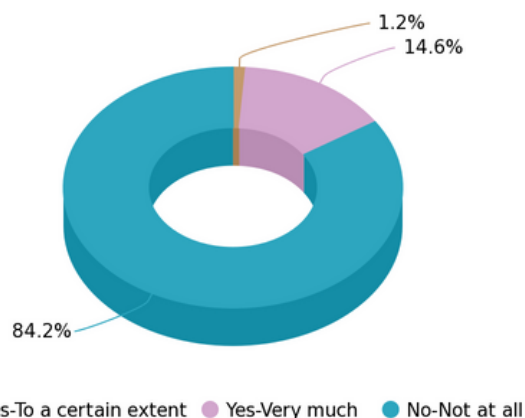
To further understand whether the parents found the project engaging, 261 respondents were asked whether they found the project engaging 84.2% agreed that they found the project to be very much engaging, and 1.2% did not find it engaging at all. 14.6 % of respondents reported that they found it engaging to a certain extent.

Whether the purpose of the Parvarish project was understood & the percentage of parents who adopted positive parenting through Parvarish

Whether they realized the purposes of joining the project



Whether they have adopted positive parenting practices with their children



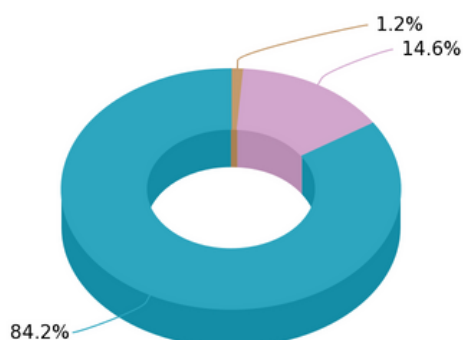
The pie chart represents whether the beneficiaries were able to realize the purpose of the project and whether they were able to adopt positive parenting practices with their children. It can be observed that 78.5% of respondents understood the purpose of Parvarish, and 84.6% have adopted positive parenting practices with their children.

Rupali Prasad Jamburle has worked as a senior coordinator at KEF for four years. She highlights the significance of Parvarish in children's holistic development. The initiative started with two schools and expanded to twelve schools in slum areas, focusing on community-based education. The primary objective was to empower parents and create opportunities for children at home. The program provided parents with worksheets with activities to be performed with their children during each session, monitored by field officers to ensure progress. Though there were challenges such as the mobilization of parents and internet connectivity, the project managed to meet its targets in engaging beneficiaries. The team adopted measures like five-star ratings and session scheduling at the convenience of parents to overcome these challenges. Feedback loops were also created, and parents' suggestions were integrated to improve the program's effectiveness.

Percentage of respondents and their spouses who thought Parvarish has brought attitudinal changes in them

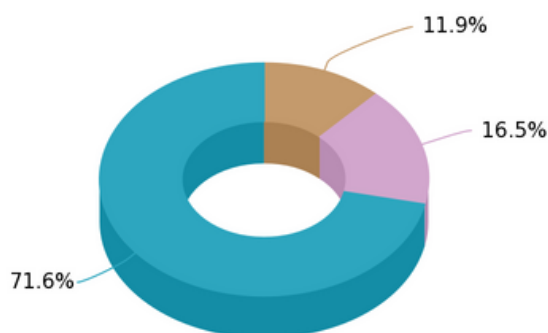
The engagement of both parents is critical to child development, and each parent has a particular role to play in the lives of their children.

Whether the Parvarish project has helped in bringing an attitudinal change in them toward parenting children



● Yes-To a certain extent ● Yes-Very much ● No-Not at all

Whether Parvarish project has helped in bringing an attitudinal change in their spouse towards parenting children

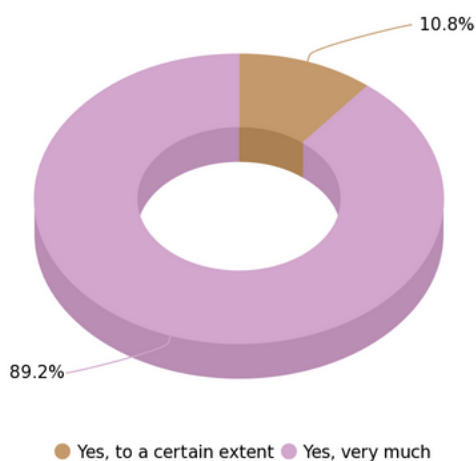


● Yes-To a certain extent ● Yes-Very much ● No-Not at all

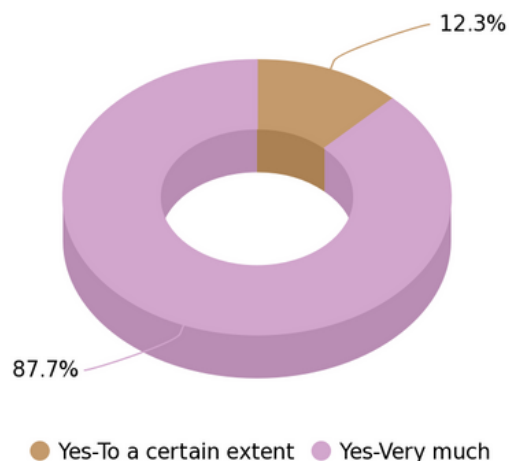
The pie charts show that 84.2% of respondents reported that Parvarish helped them bring an attitudinal change in them toward parenting, and 71.5% of respondents thought it brought an attitudinal change in their spouses toward parenting. Therefore, it means that the majority of the respondents who participated in the project felt that they and their spouses experienced a positive impact on their attitudes toward parenting children. These percentages indicate that a significant portion of the respondents thought they were influenced positively by the project, resulting in a change in their attitudes.

Perception of parents on the thematic expertise and facilitation of subject matter

Whether the facilities have expertise in the subject matter of parenting



Whether the project was successful in delivering the end result



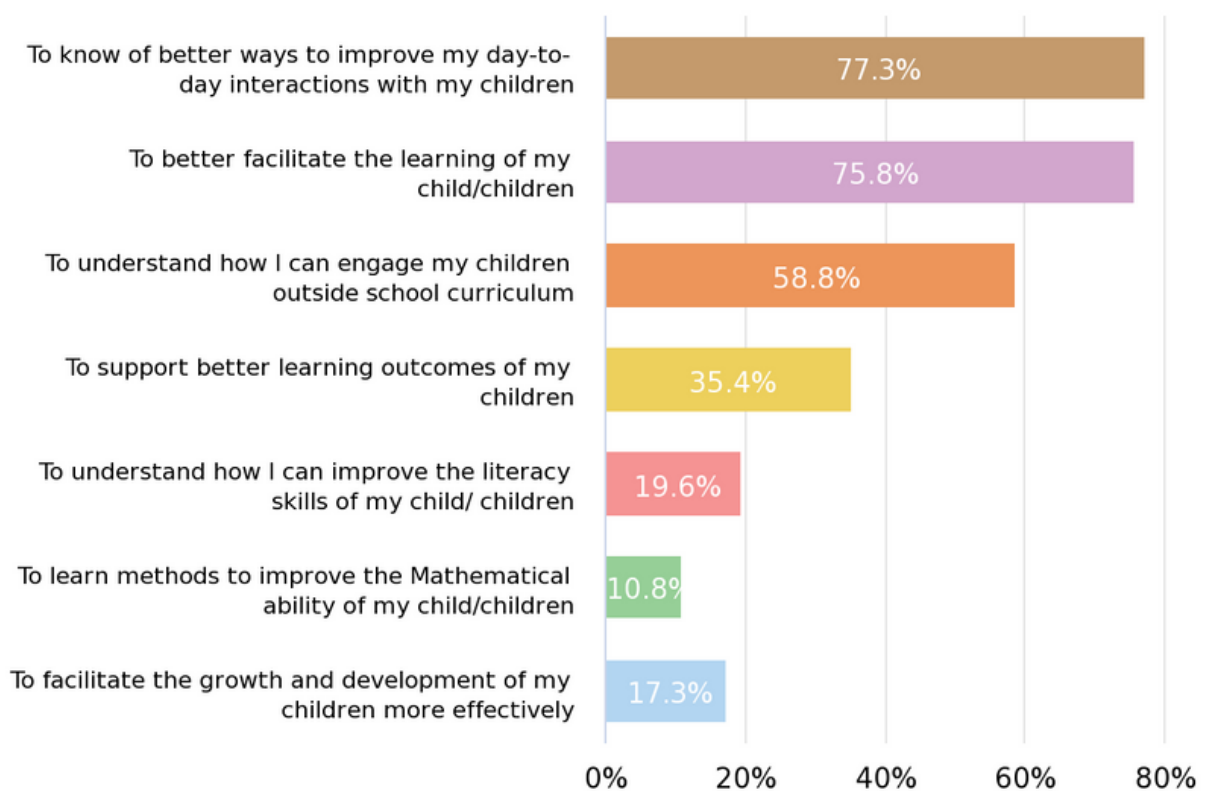
89.2% of respondents felt that the facilitators had expertise in the subject matter, whereas 10.8% did not feel the same way. Also, 87.7% of respondents reported that the project was quite successful in delivering results, whereas 12.3% felt it was only delivered to a certain extent. It was also found that 81.9% of respondents who participated in the study claimed that the facilitators were very much able to deliver clearly what they wanted to convey during the session, whereas 1.2% beg to differ.



CHAPTER 5: PARENTAL PERCEPTION OF THE ROLE OF PARVARISH PROJECT IN IMPROVING PARENTING

Since the project is focused on parental training and its impact on children, it is crucial to assess the perception of the parents and their reasons for enrolling in the project. Parents' perceptions and satisfaction determine the success of the project. The parents were trained virtually on the thematic areas of numeracy-literacy, child safety, positive parenting, positive communication, and better parent-child relationships. The teachers of KPAP partnered with parents to understand their concerns and help them through the project.

Percentage of respondents reported about reasons for joining the project



This graph shows the reason that the motivation behind joining the Parvarish project can be deciphered. 77.3% responded that the reason for joining the project was to explore better ways to improve their day-to-day interactions with their children. 75.8% felt that the project will better facilitate the learning of their children. It is to be noted that the respondents were allowed to select more than one option.

Section 5.1: Enabling aspects of the Parvarish Project

Parvarish works closely with parents in enhancing their parenting and helping them support their children's learning. It is important to explore the perception of parents regarding the aspects that were the enabling components of the project. Increased interaction concerning paying more attention, spending quality time, and frequently visiting children's learning and assignments became indicators of measurement.

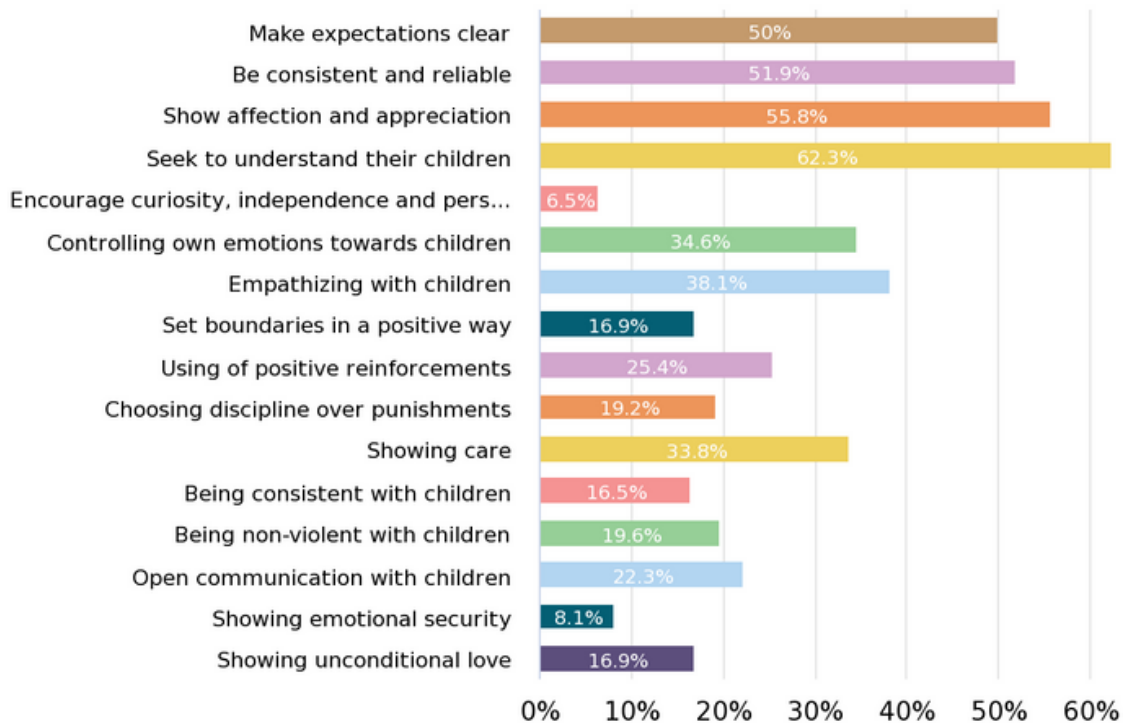
	% of Respondents						
My interaction with my children has increased after Parvarish programme	My interaction with my children has increased after Parvaarish programme	I am spending Quality Time with my children after Parvarish Program	I am more involved in facilitating my children to learn at home after Parvarish Program	I am taking interest in my child's home Assignments after Parvarish Program	I am taking much more interest in interacting with school teachers in understanding my Child's performance after Parvarish Program	I am aware of my child's scores in various subjects in the periodic assessments of the school after Parvarish Program	I am sitting more frequently with my children and observing whether they are learning or not, after Parvarish Program
Strongly Agree	71.5	62.3	60.8	67.2	59.6	62.3	59.6
Agree	27.7	36.5	37.7	36.2	36.9	35.4	38.8
Neutral	0.8	1.2	1.2	0.8	1.9	1.9	1.5
Diagree	0.0	0.0	0.0	0.0	1.2	0.4	0.0
Strongly Disagree	0.0	0.0	0.4	0.4	0.4	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The above table shows that 186 (71.5%) respondents strongly agreed their interaction with their children increased after the project. From 261 respondents, 162 (62.3%) felt that they are spending quality time with their children after Parvarish and 163 (67.2%) felt that they are taking interest in their child's assignment after the project. It was also found out through the study that 162 (62.3%) respondents out of 261 strongly agreed to be aware of their children's score and 155 (59.6%) more frequently observe if their children are learning or not. The above table shows that the majority of the respondents showed agreement towards the enhanced interaction and interest in parenting and their children's learning after the project.

Section 5.2: Which of the positive parenting aspects are being followed after Parvarish project

Positive parenting entails maintaining control and boundaries while fostering healthy relationships with children. These aspects may contribute to the creation of a nurturing and positive environment for children's development.

Percentage of respondents reported the positive parenting aspects they are following after the Parvarish project

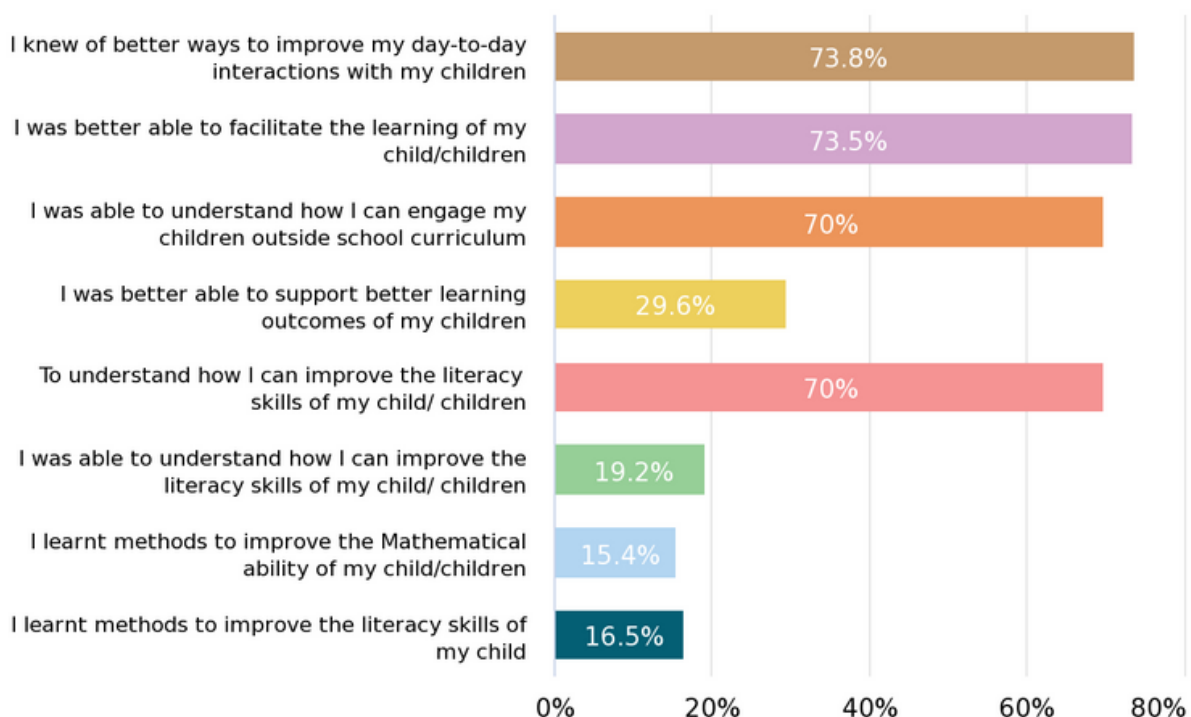


The graph analysis reveals that 62.3% of respondents sought to understand their children, while 55.8% showed affection and appreciation. Making their children's expectations clear was identified as the best aspect of positive parenting by 50% of respondents. Only a minority of 8.1% followed 'showing emotional security', while 19.6% preferred being non-violent with their children. The data indicates progress in child safety and emotionally secure homes for beneficiaries.

CHAPTER 6: ENDURING IMPACTS OF PARVARISH PROJECT

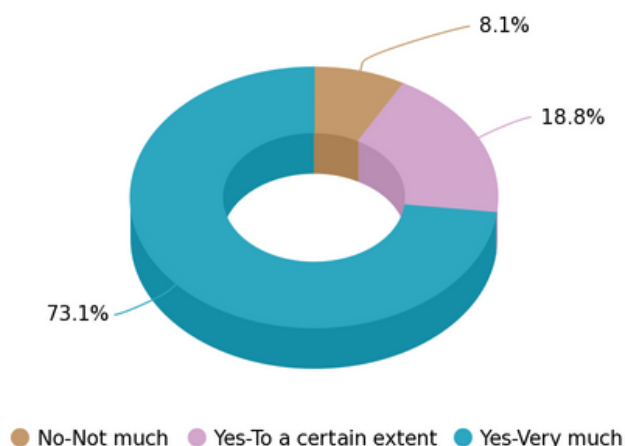
The Parvarish project aimed to increase parental involvement in their child's education by fostering positive parenting and improved learning outcomes for preschool and primary school students through regular, high-quality interactions. It set out to improve parents' skills to facilitate learning so that they can help their children achieve better learning outcomes. This project, implemented during the Covid-19 pandemic, was greatly successful in achieving its objectives and creating a lasting impact.

Percentage of respondents reported about the benefits experienced because of the Parvarish project



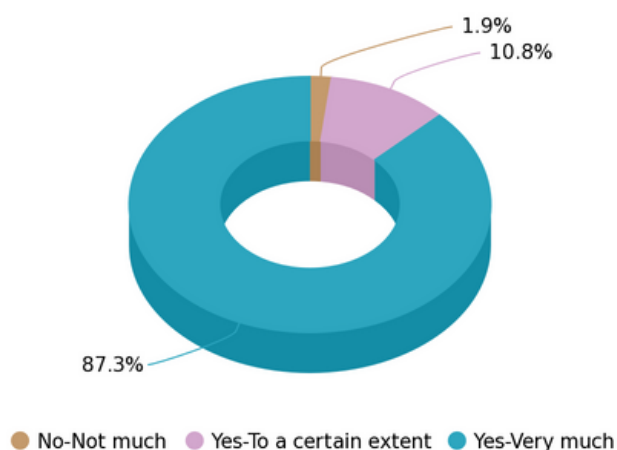
Through this graph, we can assess the benefits that the respondents experienced by the Parvarish Project. Around 73% of parents were able to help their child/children more efficiently as well as having an opportunity to learn ways to improve their daily interactions with their children. The project helped 70% of respondents to understand how they could improve the literacy skills of their children and also helped them to understand how they can engage with their children outside the school curriculum. Some other benefits include facilitation of the child's growth and development, methods to improve their mathematical ability, supporting better learning outcomes, etc. It is to be noted that respondents were allowed to select more than one option.

Percentage of respondents reported whether they shared their experience about parenting with their neighbours/ relatives/ friends



73% of the respondents reported that they shared their experiences of parenting with their neighbors, relatives, or friends. This shows that they were greatly satisfied with their experiences in the Parvarish Project. 93.8% responded affirmatively to whether they would recommend the project to their neighbors; 99.6% said yes to the continuation of the project. However, 8.1% of the respondents were of contradicting views.

Percentage of respondents reported whether they feel more as a caring and responsible parent after the project



A significant majority of the respondents, i.e. 87.3%, stated that they felt more caring and responsible as a parent after the project. The Parvarish Project has certainly positively impacted their families. The contradiction was, however, less significantly present.

Pratibha More is the cluster head and supervisor, and she has been closely associated with this project. She observed that mobilizing parents through the online mode, getting activities done through the parents and technical challenges due to the digital divide were some of the major concerns of the project. However, they were able to work around the time schedules of parents to make the adjustments and inform the parents in advance. Teachers, according to Ms. More, were key stakeholders in mobilizing the parents. Through Parvarish's efforts, she says, they were able to see the parents realize the key components of holistic development, their changed behaviour towards children, and enhanced responsibility among fathers. Parents could be seen to be more involved in the lives of their children, forging better bonds with them. They also showed consistency toward the project.

The OECD framework dictates the principles of high-quality useful evaluation, contextualizing the intervention and taking all the stakeholders into account. It suggests a purpose-driven evaluation based on the need of the relevant stakeholder without a mechanical approach. It provides a set of standards and best practices that can be used as a reference point.

RELEVANCE

RATING ● ● ● ● ●

Parvarish intervened to train parents realise the developmental needs in early childhood and train them on learning outcomes. The need to support children's development during pandemic was real and children's learning gaps were experienced. Therefore, this intervention aptly addresses the relevant need.

COHERENCE

RATING ● ● ● ● ●

The project is well aligned with multiple SDGs.

Goal 4: Quality Education

Goal 10: Reduced Inequalities

Goal 17: Partnership for the Goals



EFFECTIVENESS

RATING ● ● ● ● ●

The effectiveness is understood by assessing if the intervention achieved its objectives. The gap could be seen in parents experiencing the need to know about their children's development and help them with their learning needs. Parvarish has helped train parents realise the developmental needs in early childhood and train them learning outcomes. The program was highly effective in meeting it's objectives as the beneficiaries

EFFICIENCY

RATING ● ● ● ● ●

Considering the low investment that was put into the project, it has made a multi-fold impact on the lives of parents, the parenting approach, and children. It can be stated to be highly efficient. The unique approach of digital strategy could be viewed as a bonus to the efficiency indicator since parents could connect from their home with a digital device learning the skills without having to be impacted by travel cost and maintain covid protocols. Therefore, the intervention was high in efficiency.

IMPACT

RATING ● ● ● ● ●

The project has a high impact since parental perceptions majorly were reported to be highly engaged, satisfied and supported through the program. Majority of the parents felt they benefited from the program and felt that they were more caring and responsible parents after the program. Parent felt more caring and responsible after the program, they were better able to understand how to support their children literacy and numeracy skill and have more conducive interactive environment for their children. It can be clearly seen that the program was able to bring a shift in the parent perception on parenting their young children and equip them for the same. Therefore, the project can be considered to be high in impact.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

SUSTAINABILITY

RATING



As parents get trained through the program, they feel empowered to meet the needs of the children. Therefore, building capacity into parents can be viewed as a sustainable approach since this helps build a long term conducive environment for children, improving the relationships that parents and children share and also helping store the knowledge by passing it to others. Capacitating parents also resonates with capacitating families and neighbouring families which bring positive impact to the child throughout their life. Therefore, the program can be stated to be highly sustainable.

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

CONCLUSION

The Parvarish project was envisioned to ensure enhanced parent engagement in the lives of children in their early years. They believed that it would make a change in the holistic development of the children. They kept their key focus on academic performance and enhanced socio-emotional development in parenting. The project closely worked with families from under-resourced communities where the vulnerability is layered, with many challenges like poverty, lack of resources, less awareness of developmental avenues, opportunities, and so on most of the parents were working, therefore the strategy was targeted largely toward mothers, who are seen to be the key stakeholders in the lives of children in their early years.

Parvavish to KPAP(Kilbil Parivar & Apulki) focused on enhancing the early childhood experiences of children by working with parents to build strong parenting skills, enhanced interaction between parents and children, and a larger role by the parents in enhancing the learning outcomes literacy and numeracy. The objectives of Parvarish were to improve learning facilitation skills among parents so that they meet the learning needs of their children and improve parental involvement in the day-to-day familial interactions with the child.

The impact evaluation conducted shows that Parvarish has been highly successful in achieving its objectives. The evaluation was conducted through a mixed research study with structured and semi-structured questionnaires to facilitate the collection of data. The research gives an objective account from a sample size of 261 respondents that is representative of a universe of 3501 beneficiaries.

The analysis of the research has brought to light the apparent and not-so-apparent impacts delivered through the project. The majority of parents showed satisfaction and agreed to have improved parenting skills after the project. The study also highlights improved interaction between parents and children, enhanced socio-emotional transactions between parents and children, and enhanced positive parenting aspects with children. The project also offered a unique touch through its digital strategies when the pandemic shut away all physical interaction avenues. Therefore, it should be noted that this unique touch was the key sustainability component that enabled the skill-building of parents. Assessing the OCED framework of evaluation, the project reported a high rating for all five indicators.