**CAMaL KA CAMP**

Summer Camps in
Bihar, Uttar Pradesh and
Madhya Pradesh
in May-June 2023

EEA Webinar
31st August 2023

Pratham

# What will I speak about today?

Pratham implemented a **Large-Scale Summer Camp (May-June 2023)** focusing on **improving basic language (Hindi) skills** of children moving from **Std V to Std VI** across **3 states** of India.

There are main topics that I will speak about are:

(1) How to measure and report **impact on learning levels**?

(2) How to **monitor** on going activities and **validate** program-generated data at scale?

(3) What technology **tools** were developed to achieve this?

(4) Summarize **key learnings** from implementing M&E practices in a large-scale intervention.

# What was CAMaL ka CAMP? | "Catch-up" Camps in summer holidays
For children moving from Std V to Std VI *(transition from primary to middle school)*

**THE PROBLEM:**

- By April 2022, one continuous post COVID school year was over. But children were still recovering from learning loss brought about by COVID school closures.
- All India figures from ASER 2022 showed that
  - Only 43% of children in Std V could read simple text fluently, and
  - About 50% were still struggling with simple 2-digit subtraction with borrowing.

The roll out of the New Education Policy (NEP) 2020 & NIPUN Bharat (FLN Mission) has led school systems to focus on Std I, II and III.

**What about older children? For example, what about children moving from Std V to Std VI going from primary school to middle school. How to help such children with their basic/foundational skills?**

**THE SOLUTION:**

- A large scale "catch up" campaigns in summer holidays for helping children through this transition. Youth volunteers as instructors.
- Major focus in **Bihar, Uttar Pradesh & Madhya Pradesh**



*This poster was given to each volunteer and was pasted on the wall in every camp.*

# How were volunteers mobilized? | Overwhelming support from different stakeholders & variety of platforms to identify volunteers

| 4



*Uttar Pradesh's Pink Army (Anganwadi workers who assisted in mobilizing volunteers*



Bihar Govt is mobilising through state-wide Radio, TV, and print media campaigns and conducting regular review meetings at state-level to track implementation



Aaj ki Kahani: Hawa ka Jhoka in Khandwa, MP
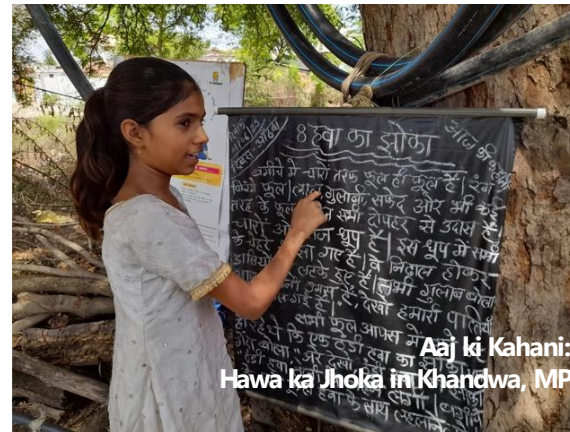


*Quarter page ads were printed in the leading news papers in Bihar during the mobilization stage*

*Partner organizations included - state governments, district administrations, different government departments in education and skilling, self-help groups, colleges, high schools and other local level civil society organizations.*

With the help of partner organizations* word spread about the summer camp in their respective networks at the district and sub-district level.

In Bihar and Madhya Pradesh, the Education Dept used government media channels such as social media handles, Radio and newspapers, YouTube channels etc to share and encourage volunteers to participate in the campaign.

# How were volunteers trained? | At different platforms at district & sub-district levels, brief training sessions were held, and material was shared

| 5



With the help of Pratham and Govt teams in (BH & MP), batch-wise, short 3-4 hour training sessions were held:

1) **CAMaL Ka Camp volunteer booklet:** Provides details on what and how to do activities and includes stories, letter chart (Barakhadi), assessment tools and data collection formats etc.

2) **'Digital Readiness' via a Simple Web-link:** A volunteer registered, created his/ her profile, uploaded baseline & endline data. In addition, volunteers were provided opportunity to take quizzes.

3) **Digital Stories:** Volunteers received audio stories via WhatsApp daily known as Kahani Train. Each audio story is between 3-4 minutes long. Volunteers used this story to do 'story based' activities with children.

4) **Digital Courses:** Volunteers were given the First Aid Course via WhatsApp in the last week of the camp.
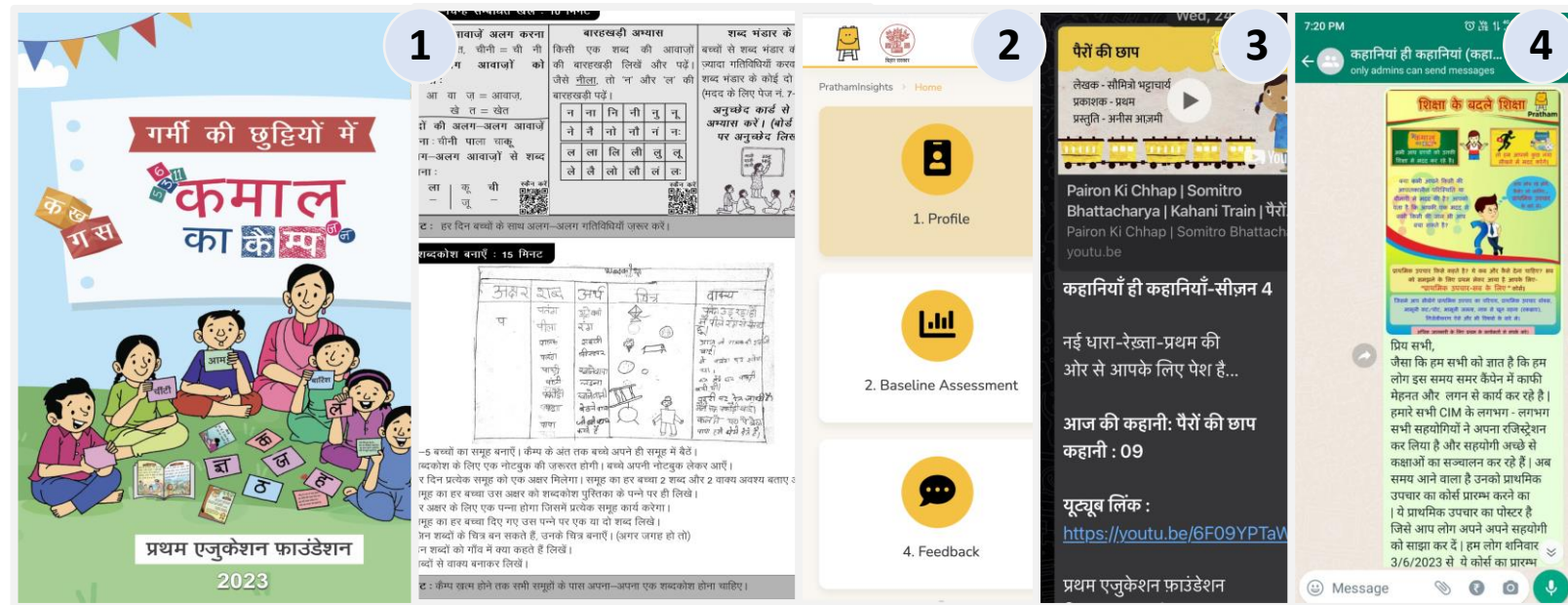
# Who were the summer camp volunteers? | Across the 3 states, different types of volunteers implemented the 6-week camp and had varying profiles …

| Age Group (completed years) | Data from info uploaded on portal |
|---|---|
| | **Volunteers** |
| <16 yrs | 15,660 |
| 16 to 20 yrs | 1,09,399 |
| 21 to 25 yrs | 49,919 |
| 26 to 30 yrs | 33,179 |
| 31 to 35 yrs | 27,158 |
| >35 yrs | 45,531 |

| % Total volunteers who uploaded profile | | | |
|---|---|---|---|
| | **Male** | **Female** | **Volunteers** |
| **Overall** | **49%** | **51%** | **280,846** |

**Highest Educational Qualification***

■ Below Class X  ■ Class XI  ■ Class XII  ■ UG  ■ PG or Higher

*High school*

Overall  4%  27%  42%  21%  6%

0%  20%  40%  60%  80%  100%

% of volunteers who uploaded profile
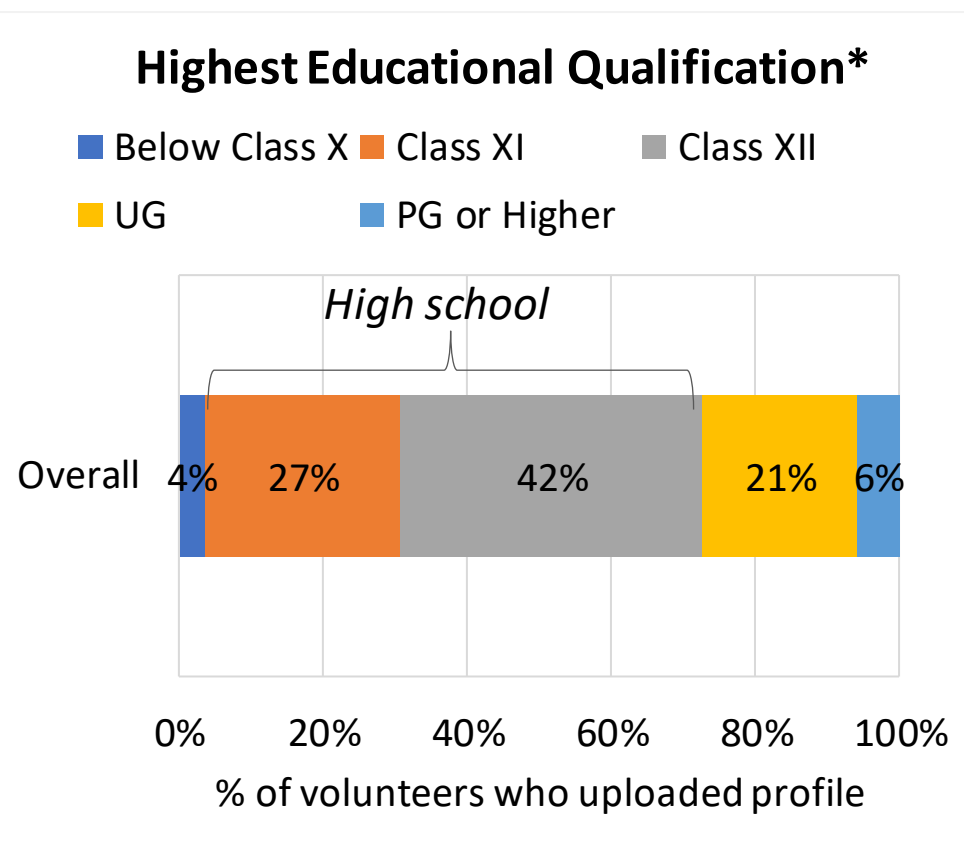
| Location | % Currently studying |
|---|---|
| UP | 82% |
| Bihar | 49% |
| MP | 55% |
| **Overall** | **60%** |

- Overall, **male-female split was almost 50-50** but in Bihar & UP, 58% of volunteers were female volunteers.

- A typical volunteer was **female, age between 16-20 years & studied or is studying in high school.**

- 60% of volunteers were currently studying and 88% had access to a smartphone during the campaign.

# What was the reach & coverage ? | More than 300,000 volunteers participated in the summer camp activities and worked with 3.4 million children across 3 states

**3** States

**165** Districts

**1,590** Blocks

**141,373** Communities/ Villages

**956** Pratham team members

**301,745** volunteers registered

**3.48 million** children tested at baseline

**3.40 million** children tested at endline

| KEY FIGURES | MADHYA PRADESH | UTTAR PRADESH | BIHAR |
|---|---|---|---|
| Districts | 52 | 75 | 38 |
| Blocks | 312 | 741 | 537 |
| Villages/ Communities | 42,106 | 62,884 | 36,383 |
| Volunteers registered* | 83,745 | 113,830 | 104,409 |
| Children tested at baseline** | 920,111 | 1,315,206 | 1,246,413 |
| Children tested at endline** | 900,362 | 1,298,251 | 1,206,842 |
| Pratham team members*** | 144 | 579 | 233 |

In total, **Rs 2.75 crore** i.e., (US$ 334,000) was spent by Pratham for the summer camp. This included print materials, training and travel of the teams. Govts and other partners incurred their own costs.
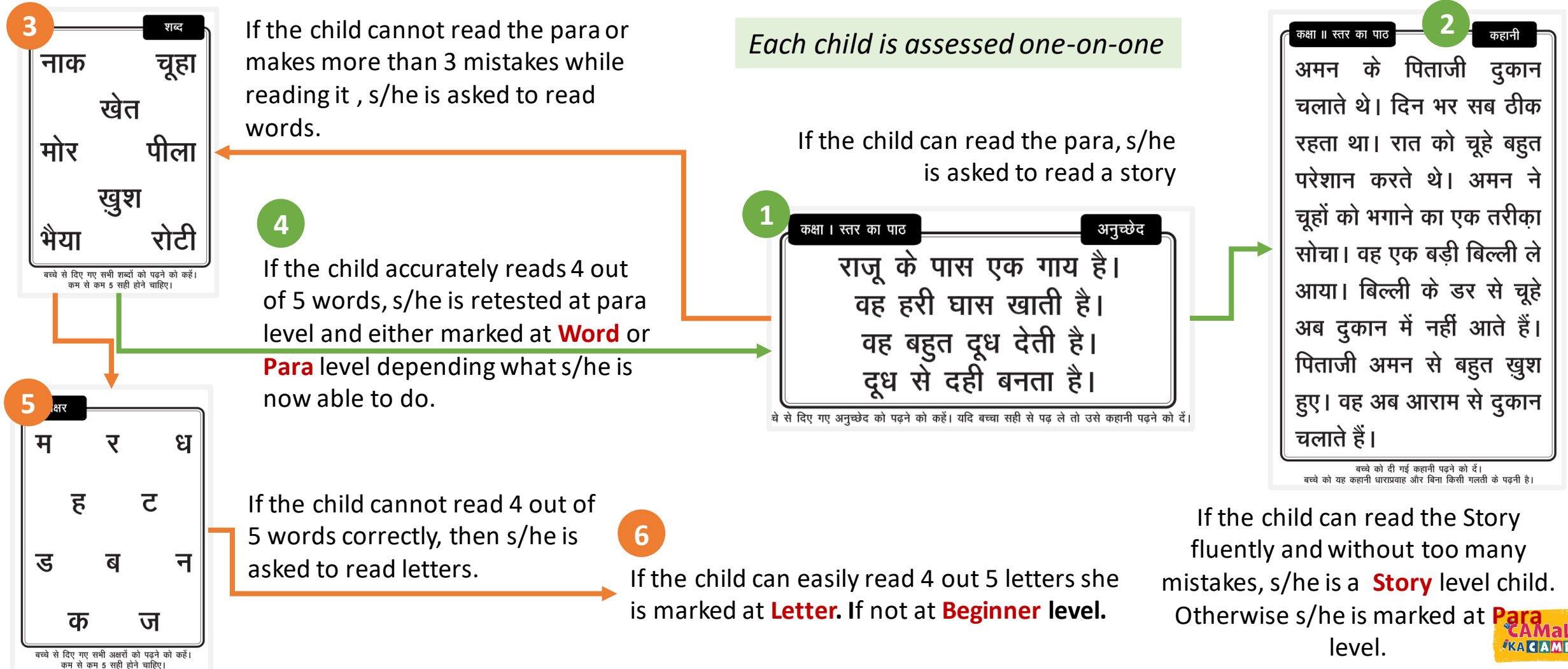
*While this is the number of volunteers who registered, 95% of such volunteers uploaded baseline and 93% uploaded endline |
**Tested children as per volunteer uploaded data | *** Includes all Pratham teams who had volunteers mapped to them or supported in the program

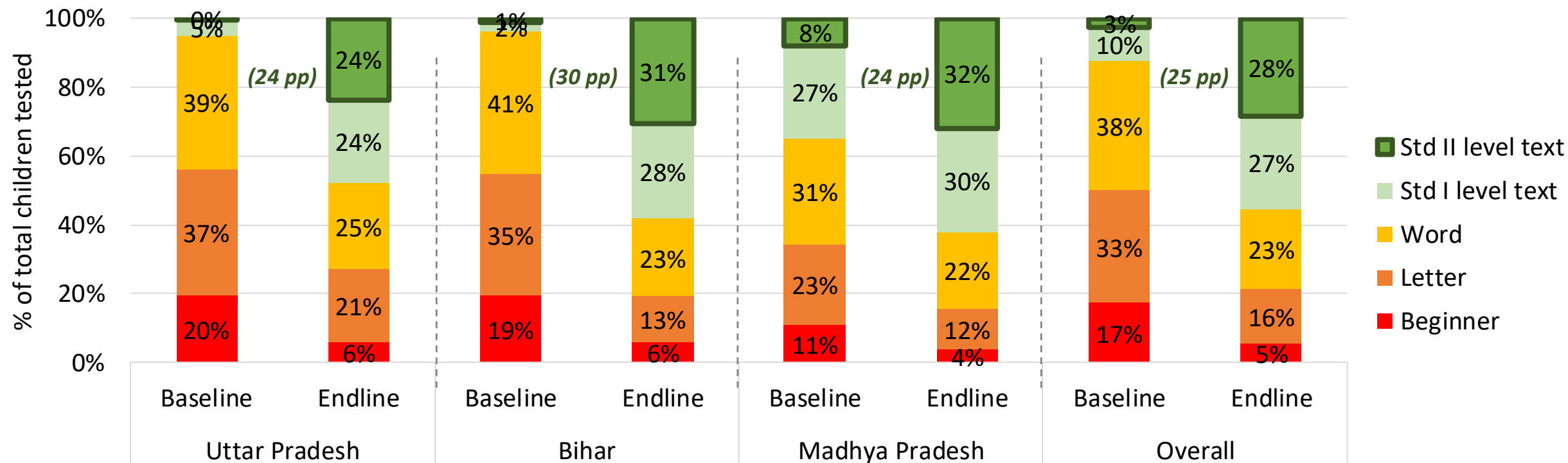CAMaL KA CAMP

# How was impact assessed?| A simple reading assessment tool (ASER tool) was used by the volunteers at baseline and at endline

The reading tool has 5 levels: the highest level is a **story** Std II level, **"para"** which has text at Std I level, simple everyday **words** and **letters**. Those who are not yet able to recognize letters are called "**beginners**"

**3**

| | शब्द |
|---|---|
| नाक | चूहा |
| खेत | |
| मोर | पीला |
| खुश | |
| भैया | रोटी |

बच्चे से दिए गए सभी शब्दों को पढ़ने को कहें।
कम से कम 5 सही होने चाहिए।

If the child cannot read the para or makes more than 3 mistakes while reading it , s/he is asked to read words.

*Each child is assessed one-on-one*

**2**

| कक्षा ॥ स्तर का पाठ | कहानी |
|---|---|

अमन के पिताजी दुकान चलाते थे। दिन भर सब ठीक रहता था। रात को चूहे बहुत परेशान करते थे। अमन ने चूहों को भगाने का एक तरीक़ा सोचा। वह एक बड़ी बिल्ली ले आया। बिल्ली के डर से चूहे अब दुकान में नहीं आते हैं। पिताजी अमन से बहुत खुश हुए। वह अब आराम से दुकान चलाते हैं।

बच्चे को दी गई कहानी पढ़ने को दें।
बच्चे को यह कहानी धाराप्रवाह और बिना किसी गलती के पढ़नी है।

If the child can read the para, s/he is asked to read a story

**1**

| कक्षा । स्तर का पाठ | अनुच्छेद |
|---|---|

राजू के पास एक गाय है।
वह हरी घास खाती है।
वह बहुत दूध देती है।
दूध से दही बनता है।

चे से दिए गए अनुच्छेद को पढ़ने को कहें। यदि बच्चा सही से पढ़ ले तो उसे कहानी पढ़ने को दें।

**4**

If the child accurately reads 4 out of 5 words, s/he is retested at para level and either marked at **Word** or **Para** level depending what s/he is now able to do.

**5**

| | अक्षर |
|---|---|
| म | र | ध |
| | ह | ट | |
| ड | ब | न |
| | | |
| क | ज |

बच्चे से दिए गए सभी अक्षरों को पढ़ने को कहें।
कम से कम 5 सही होने चाहिए।

If the child cannot read 4 out of 5 words correctly, then s/he is asked to read letters.

**6**

If the child can easily read 4 out 5 letters she is marked at **Letter. I**f not at **Beginner level.**

If the child can read the Story fluently and without too many mistakes, s/he is a **Story** level child. Otherwise s/he is marked at **Para** level.

CAMaL KA CAMP

# How much progress in reading was possible? | Volunteers conducted a baseline at the beginning and endline at the end of the 4-week instructional period

## Progress in Hindi Reading at Different Reading Levels: Data uploaded by volunteers



**Uttar Pradesh**
- Baseline: Beginner 20%, Letter 37%, Word 39%, Std I level text 5%, Std II level text 0%
- Endline: Beginner 6%, Letter 21%, Word 25%, Std I level text 24%, Std II level text 24% *(24 pp)*

**Bihar**
- Baseline: Beginner 19%, Letter 35%, Word 41%, Std I level text 2%, Std II level text 1%
- Endline: Beginner 6%, Letter 13%, Word 23%, Std I level text 28%, Std II level text 31% *(30 pp)*

**Madhya Pradesh**
- Baseline: Beginner 11%, Letter 23%, Word 31%, Std I level text 27%, Std II level text 8%
- Endline: Beginner 4%, Letter 12%, Word 22%, Std I level text 30%, Std II level text 32% *(24 pp)*

**Overall**
- Baseline: Beginner 17%, Letter 33%, Word 38%, Std I level text 10%, Std II level text 3%
- Endline: Beginner 5%, Letter 16%, Word 23%, Std I level text 27%, Std II level text 28% *(25 pp)*

Legend:
- ■ Std II level text
- ■ Std I level text
- ■ Word
- ■ Letter
- ■ Beginner

Y-axis: % of total children tested

- Overall, there was a **25-percentage point (pp) improvement** in the ability to read at least a Std II level text.

- **Bihar** showcased the **highest improvement** in reading among the 3 states. Overall, at endline, there was a **reduction of 29 pp** in children at 'Letter level or below' between baseline and endline

- A small sample of volunteer camp data was verified via field visits (E.g., ~7% camps had verification visits during the baseline period and 80% children's learning level in the verification was correct.)

| Tested | Baseline | Endline |
|---|---|---|
| Uttar Pradesh | 13,15,206 | 12,98,251 |
| Bihar | 12,46,413 | 12,06,842 |
| Madhya Pradesh | 9,20,111 | 9,00,362 |
| **Overall** | **34,81,730** | **34,05,455** |

CAMaL KA CAMP

## ✓ Assessment Verification

- Pratham teams/ partner org., visited volunteers **during/ within 5-7 days of baseline & endline to verify the assessment**.
- **Randomly re-testing a sample** of children to understand their level and match it with what the volunteer reported.
- In case significant difference was found, the verifier would highlight the same with the volunteer and conduct re-testing. In most cases, the correct assessment was updated on the portal.

## In-person monitoring visits

- Simple **monitoring checklist** was given to anyone visiting a summer camp class. 1-2 volunteers were visited everyday.
- The monitor would check whether the **class was running**, what was the **attendance** on the day of the visit and ask some **basic questions around the implementation**.
- The monitor would also check if all **relevant formats** such as attendance and learning progress sheet/ chart were filled.
- Due to the scale of the summer camp and short duration, multiple visits to a volunteer was not possible.

## Remote Monitoring Calls

- Like the in-person visits, each monitor would **call 4-5 volunteers daily** to understand more about the volunteers' class.
- These calls would usually be in the evening and would be in reference to the previous day's class by the volunteer
- As the call was not based on observation but **self reported by the volunteer**, the monitoring questions were in the form of **'quiz-type questions',** so that the monitor could accurately gauge whether expected activities were happening or not.

CAMaL CAMP

# What were the outcomes of Quality Control mechanisms? Such processes led to accurate data, large scale was tracked, and course correction could be done

### ✓ Assessment Verification

- **~7% of volunteers'** assessment was **verified** at baseline i.e.; a monitor re-checked the assessment done by the volunteer
- In such verification cases, either at baseline or endline, **80% of volunteers' assessment** was reported to be **correct** *(Correct means that at least 80% children tested were marked at the correct level as per the verifier)*

### 📋 In-person monitoring visits

- **17%** volunteers were visited through **in-person monitoring** at least once
- **91%** of the monitoring visits reported that either the class was going on OR started once the monitor reached
- Main reason for class not going on was that it was implemented at a different time than the monitoring visit
- **85% children were attending camp** as seen during visits
- At least **90%** monitoring visits reported **all major components** of the camp were **implemented** *(formats, activity, TLM)*

### 🎧 Remote Monitoring Calls

- **23%** volunteers were **called** as part of remote monitoring at least once
- **79% received the call** and over **90%** of them mentioned that **they were implementing** the program, could recall details of Kahani Train, the learning profile of their class and share details of the language learning activities
- Only **68%** reported that they **developed any specific TLM** for their classes
- The main reason for not conducting the class was that they were **unavailable for some personal reason**

# How was all this data collected? | A one stop weblink based portal was created for the summer camp known as 'Sahyogi' which was a common platform
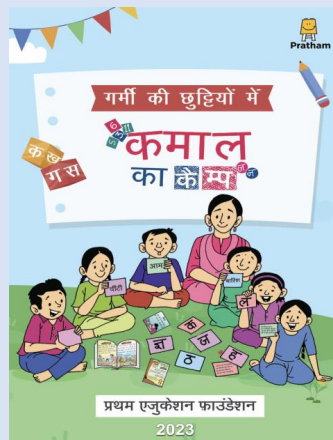
# What were the major M&E learnings? | Large scale campaigns require simple, quick tools that can be easily understood and used by a diverse audience

| 13

1. **Provide easy to understand and administer assessment tools for measuring impact in the hands of the implementor.** *E.g., ASER Tool for assessing reading*

2. **Implementors can be data collectors if they are explained the value of the data they are collecting.** *E.g., Assessment and activities clearly linked with the goal.*

3. **Layering digital tasks such as data collection increased accountability amongst the volunteers and provided volunteers 'digital readiness' skills.** *E.g., More than 300,000 volunteers registered on the weblink and at least 93% of them uploaded BL and EL data which indicated the familiarity and understanding of simple data collection tools.*

4. **Simple mechanisms for verification provides confidence in the impact that is reported.** *E.g., At scale, have basic verification checks, especially around learning assessment, as it provides confidence in the outcomes being reported.*

5. **Process monitoring can have different approaches – in person and remote.** *E.g., ~50,000 in-person monitoring visits made to volunteers and over 65,000 monitoring calls. This helped in the regular tracking of activities which were implemented at scale and support was provided to volunteers.*

CAMaL KA CAMP

Thank you!

For more information:
contact:
karthik.menon@Pratham.org
info@pratham.org