



# Pashe Achhi Model

Importance of context and flexibility in program design

# Design and Implementation of Quality ECD Programs



Community driven and culturally sensitive



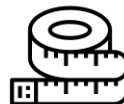
Co-created solutions that are meaningful to the beneficiaries



Traditional rhymes, stories and plays are preserved



Empowering community through capacity building



Interventions tailored to the context



# Evolution of Pashe Achhi Intervention





# Pashe Achhi Telecommunication Model

A Telecommunication Model to Ensure Continuation of Learning in Bangladesh During COVID-19



Providing tips

Showing Respect

Empathetic listening

Providing psychosocial support

Playful engagement with children

- Pashe Achhi ("Beside You" in Bengali) telecommunication model is an alternative remote learning mechanism designed in response to the COVID-19 pandemic, in order to be connected with the children and their caregivers
- The scripts were tailored to the learning needs of different age cohorts in humanitarian settings
- Trained facilitators facilitated a 20 minutes phone call once a week with the caregiver and child dyads
- Integrated curriculum for learning and wellbeing
- Capacity building of facilitators throughout communities
- Training was conducted following a cascade model and remote mechanisms



# Fire Incident and Inception of Pashe Achhi home visit

Fire Incident in several camps in March 2021

Immediate response was to provide door to door psycho-social first aid

Capacity building of key personnel

Build on the operational framework of Pashe Achhi

Transform the modality from telephone calls to face to face interaction

Quick study showed positive feedback from caregivers and children



# Transition from remote to physical (home-visit) intervention

**Script:** Modified to create session guidelines for home visits

**Modality:** Telephonic conversation to face-face home visits

**Duration:** Time of the session increased from 20 minutes phone calls to 30 minutes sessions through home visits

**Framework:** Built on the existing Pashe Achhi framework

# Pashe Achhi Home Visits

- Suitable with the **context**
- Leveraging **existing contents**
- Staying **connected** with the community
- **30 minute** sessions: 15 minute conversation with the mother and 15 minute play with the mother and the children
- Mothers get to see **how children play** and **how they can get involved**





# Monitoring and Quality Assurance



Tools and modality adopted to the context



Data consistently showed positive findings from the community



Despite the modality changes, reach stayed consistent





# Field Findings on Pashe Achhi Home Visit

- Mothers felt delighted and happy when PLs/MVs visited them.
- Mothers found the home-visit sessions enjoyable and emotionally relaxing.
- They could express their personal sufferings and sorrows with greater confidence of confidentiality.
- Their family members were also happy to see PLs/Mvs.
- Home-visit session was an avenue to strengthen the relationship between mother and the PLs/MVs and children and PLs/ MVs that they had previously established via phone calls.



# Caregivers' Reflection from the formative research

““”

*"We could not see her during telecommunication, but now we can see and talk to her face-to-face. I am very happy about it and we have a good relationship with apa. Now, I can hear the stories and poems that she used to teach us through mobile phones.  
(Mother)*

““”

*We met with her after a long time. She seems to be our close relative.. We also like her a lot, it seems we have got her as our dear one, back again.  
(Mother)*

““”

*When she used to call us, the child's father asked me why it took so long. But now, when she comes and conduct the sessions in person, then he can observe and understand how beautiful the sessions are.'  
(Mother)*



# Facilitators' Reflection from the formative research

“”

*When I visited the children's home, they ask, Serema (Play-leader), will you not play? They remember the game I used to play with them at HPL. (Play Leader)*

“”

*We talked over phone earlier but sometimes there were network problems and a few other issues. Now we can meet directly and they can speak more freely. We can also see children's responses instantly. (Play Leader)*

“”

*We used to talk with the children over the phone, now when we visit their home, they become very happy to see us. They actively engage with us and sometimes demand to spend more time together (Play Leader)*



# Learning from the past and future implications

**1**

Importance of flexibility

**3**

Context matters!

**2**

Community engagement is key

**4**

Evidence informs design and iteration

