Impact Assessment Report

Safe Kids at Home

(Funding Year: FY 20-21 | Grant Amount: ₹ 2,91,53,566/-)

Honeywell Hometown Solutions India Foundation

Goodera

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1. EXECUTIVE SUMMARY

Safe Kids Foundation with support of Honeywell Hometown Solution India Foundation (HHSIF) designed and implemented 'Safe Kids at Home' intervention in the schools of Pimpri-Chinchwad Municipal Corporation (PCMC) and Pune Metropolitan Region Development Authority (PMRDA), Pune to reduce the cases of preventable injuries caused to children at home due to fire hazards. The intended reach of program was to train 40,000 new students and 50,000 old students through various classroom sessions, and reduction in fire injuries. The impact assessment for the intervention in FY2020-21 was carried out in six schools of PCMC and PMC. A budget of INR 2.91 Cr. was allocated to the project out of which INR 2.1 Crore was disbursed for the intervention. INR 1.02 Cr. (46.8% of the grant disbursed) was utilised till March'21. INR 0.94 Cr. (43% of the grant disbursed) was utilised in FY21-22. An amount of INR 0.25 was reported as unutilised (including bank interest of INR 0.03 Cr.) in March'22 and was transferred to PMCARES. Globally the intervention addresses target 3.9.1 of the SDG3. Nationally, the intervention is aligned with the activity (i) of Schedule VII of the Companies Act, 2013.

The impact assessment aimed to understand the impact of the training sessions on fire safety on the lives of the students, parents and teachers who attended these trainings. The impact assessment tried to map the program implementation against the proposed plan and drew focus on how the interventions have helped the beneficiaries and various other stakeholders achieve awareness on fire safety measures and reduction in injuries. The primary objectives of the study were to assess the relevance and efficiency of the activities, understand the effectiveness of the intervention and the major success factors and challenges in the intervention and present an assessment framework to be able to capture impacts in a manner that can lead to effective recommendations.

The assessment found that the program has been able to meet its primary objective of creating awareness among the target students regarding dealing with fire hazards in their home. Although the program targeted 40,000 new student beneficiaries, it could only achieve 38,777, while the old student beneficiaries trained were 66,819, which is 16,819 more than the target[1] . Due to challenges posed by the COVID-19 pandemic, the medium of trainings were online platforms which proved hindering for many students to attend these trainings. The training methodology included songs, storytelling, and interactional activities to engage the students in the classroom. The classes were conducted in regional languages hence students could comprehend the topic with ease. The trainings conducted with teachers were also found to be effective. Around 95% said the trainings were excellent. However, the program has not deployed any 'Training of Trainers (ToT)' session with the teachers- which could've created a deeper impact and ensure program sustainability.

One of the major observations is a lack of awareness among parents on the fire safety. While the strategy of students outreach was through parents participation in the training during the Covid-19, lack of awareness or understanding the need of an intervention possess potential of students living in environments bereaved of fire safety. Around 57% of respondent parents were bereaved of trainings and 32% of them only found the program relevant. However, the assessments highlights the need for more mock drills including refresher trainings to be conducted for the students. Repeated mock drills will help student in following procedures to be followed during fire and safety instances.

[1] Honeywell Annual review report.

Overall, the program has successfully created a basic awareness among the target students regarding the fire hazard prevention and safety measures. Around 99% of the students said that the program has helped them feel safer in their homes. The program has been instrumental in making 'Fire & Safety' as a curriculum that is taught in the schools of PCMC and PMC. The program has potential to scale into more schools and widening the scope by including other relevant topics in child safety like road safety, bullying prevention, water safety etc , apart from home-safety . The training programs that have been conducted have been sporadic in nature hence the retaining capacity of the primary grade students is sceptical. The intervention can ensure an effective monitoring and evaluation of the learning outcomes of the students by making students conduct some of these session to early primary grade students.

2. INTRODUCTION

Unsafe day to day practices at home causes unintentional avoidable injuries to children. The cases of preventable injuries caused to a child at home has seen consistent growth due to lack of awareness and ignorance of children and parents. Leading causes of home injuries include falls, fire and burns, poisoning and drowning. The reported case in India is growing and very less has been done in the area to prevent such incidences[2].

The Journal of Paediatrics highlights that, "unintentional injuries are an important cause of death in India. However, no reliable nationally representative estimates of unintentional injury deaths are available." Safe Kids Foundation India, with support from Honeywell Hometown Solution India Foundation, undertook research conducted by IMRB International to understand preventable child injuries in Pune. The research reveals that burns and scalds are the second leading cause of injury that occur among children under 14 years of age in the home.

The research estimated that 76,000 children under the age of 14 suffered burn or scald injuries in the last one year in Pune of which most of the injuries, around 64% occurred at home. Majority of incidents took place when the child is alone at home. This study highlights the criticality of making children aware of preventable injuries and the most appropriate responses in case of injuries due to fire and burn to reduce the cases related to preventable accidents at home and make home a safer space for a child to grow.

Safe Kids Foundation with support of Honeywell Hometown Solution India Foundation has designed and implementing Safe Kids at Home intervention in the schools of Pimpri-Chinchwad Municipal Corporation (PCMC) and Pune Metropolitan Region Development Authority (PMRD), Pune to reduce the cases of preventable injuries caused to children at home.

2.1 Project Background

Honeywell India Foundation allocated INR 2.91 Cr. in FY 2020-21 to the project with Safe Kids Foundation with an objective to create awareness among students, parents and teachers on fire safety measures and reduction in fire and burn injuries. Out of this, INR 2.1 Cr. was disbursed and INR 1.96 Cr. was utilised by March'22. Unutilised amount of INR 0.25 Cr. (inclusive of bank interest) was transferred to PMCARES in FY22-23.

The Safe Kids at Home program developed by SKF achieved this goal through interventions as per the agreement signed on 26th May 2020 listed below-

- Training of 40,000 new students and 50,000 old students through various classroom sessions, and reduction in fire and brain injuries.
- Training of students on First-Aid.
- Training of Agni Suraksha Mitras (Fire Safety Volunteers)
- Training of 30,000 parents through Parent Teacher meetings and 20,000 parents through community meetings
- Training of teachers on fire safety.

[2] https://www.cdc.gov/injury/features/child-injury/index.html

3. OBJECTIVES AND SCOPE OF STUDY

The study aims to understand the impact of the training sessions on fire safety on the lives of the students, parents and teachers of schools in PCMC and PMC. It tries to assess the potential of long-term sustainability of the training interventions that can happen in the absence of the source funding. The impact assessment tried to map the program implementation against the proposed plan and drew focus on how the interventions have helped the beneficiaries and various other stakeholders achieve awareness on fire safety measures and reduction in injuries.

3.1 Objectives of the study

The primary objectives of the study were to:

- **Assess** the relevance and efficiency of the activities.
- **Understand** the effectiveness of the intervention; how each activity has led to creating the desired outputs.
- **Understand** the major success factors and challenges in the intervention.
- **Present** an assessment framework to be able to capture impacts in a manner that can lead to effective recommendations.

3.2 Limitations of the study

- The parents of the trained students of Pune were unable to properly recall details of the intervention because of the duration between project implementation and the third-party assessment. Thus, there is a possibility that the analysis of the data would have a standard deviation of 2% for its accurate representation.

- Understanding the nuances of the program were stunted due to unavailability of the implementing partner for an in-depth interview. Though, the team shared necessary project related information and helped scheduling the interactions with the students and teachers in the school.

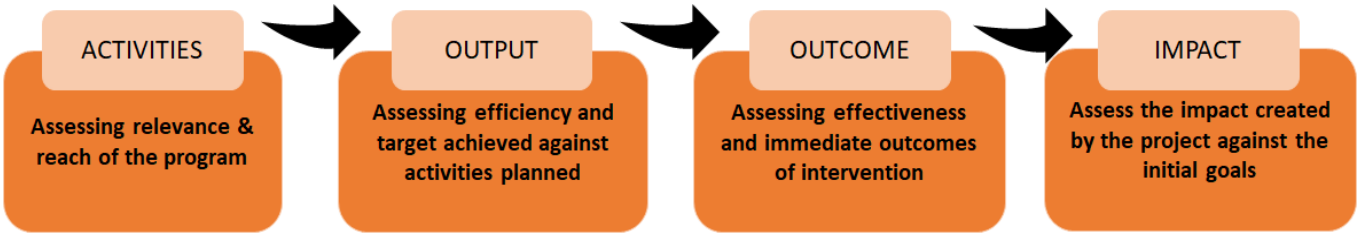
- The details for the youth and General Practitioner were not received from the Ngo team and hence not included in the interview process. The stakeholders' details were received pertaining to the schools covered as a part of the Safe Kids at Home project.

4. ASSESSMENT FRAMEWORK

To create an overall framework for the impact assessment, following activities were undertaken. We began by establishing the scope of the assessment in terms of stakeholders to be engaged and topics to be discussed with them. Based on this and the understanding of the project activities, we developed stakeholder-wise detailed questionnaires to understand several factors such as rationale for supporting the program, the implementation process, challenges faced during implementation and stakeholder feedback about the impact of the program. The findings and recommendations arising out of this process are mentioned in the subsequent sections of the report.

4.1 Theory of Change

The **THEORY OF CHANGE FRAMEWORK (ToC)** for the given program is illustrated below:



Activities	Output	Outcome	Impact
• Identification & selection of target schools in Pune	• No. of schools where the sessions were conducted	• Behaviour changes of children in dealing with fire hazards and safety measures that can be taken at home. • Reduction in number of cases of children under 14 years affected by burn injuries	• Fire safety and safety responder training for all.
• Designing training content in consultation with the Fire Department officials	• Training content developed		
• Training of children under the age of 14 years, parents, teachers of schools under PCMC and PMRDA, Pune	• No. of students attending fire and safety at home awareness session • No. of Parents attending fire and safety at home awareness session • No. of teachers trained on fire and safety at home awareness session		

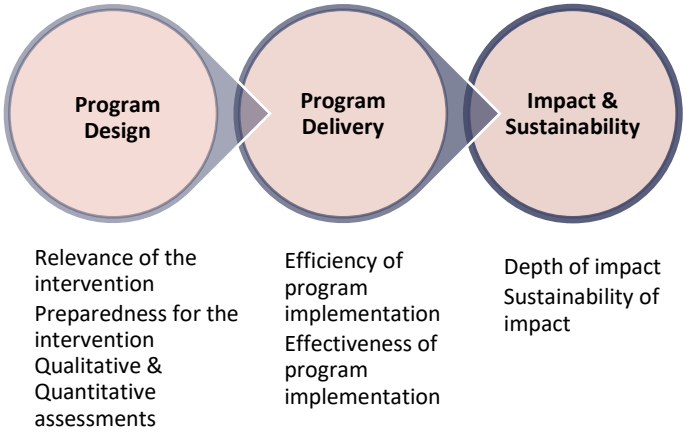
4.2 Logical Framework Model

A **LOGICAL FRAMEWORK MODEL** is created against the identified ToC to reflect the identifiable indicators, means of verification, and assumptions, as given below:

	PARAMETERS	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
IMPACT 	• Fire safety and safety responder training for all.	% of student population trained in fire safety responder trainings	• KIIs with implementing partner and other stakeholders • Beneficiary Survey- students • Project Narrative Report	NA
OUTCOMES 	• Behaviour changes of children in dealing with fire hazards and safety measures that can be taken at home. • Reduction in number of cases of children under 14 years affected by burn injuries	• No of children aware about the safe practices in dealing home safety hazards • % reduction in burn injuries among children	• Status report	NA
OUTPUT 	• Training Content developed • Training sessions conducted in school • Students, parents and teachers attending trainings •	• No. of students attending fire and safety at home awareness session • No. of parents attending fire and safety at home awareness session • No. of teachers (ASM) trained on fire and safety at home awareness session • No of school were sessions are conducted	• Status Report	NA
ACTIVITIES	• Identification & selection of target schools in Pune • Designing training content in consultation with Fire Department officials • Training of Children under the age of 14 years, Parents, Teachers of schools under PCMC and PMRDA, Pune	• No of schools identified • Training content developed	• Status Report • Documents of purchase • KIIs with program team	NA

4.3 Three Point Assessment Framework

Based on the TOC and the LFA created, we examined the relevance of services, the preparedness for program activities, qualitative and quantitative assessments, efficiency, and effectiveness of delivery of services as well as any innovations that may have been implemented on the ground.



The impact assessment findings are further anchored around **Goodera's Three-point Assessment Framework** as illustrated here:

- **Program Design:**

We study Program Design through program strategies, inputs and resources, assumptions, outreach mechanisms, and much more. We also consider if the program design attends to specific needs of the stakeholders, program locations, social categories, site, and situation, among other development needs. Goodera's Impact Assessment approach for program design is based on Assessment criteria like Relevance and Preparedness using methodologies such as assessment of baseline survey.

- **Program Delivery**

Goodera assesses the Program Delivery to understand the success of the program delivery mechanism in attaining the overall objectives such as cost effectiveness, resource efficiency, equity in service delivery, best practices and challenges, perception about the services among the relevant stakeholders, among other factors.

- **Impact and Sustainability**

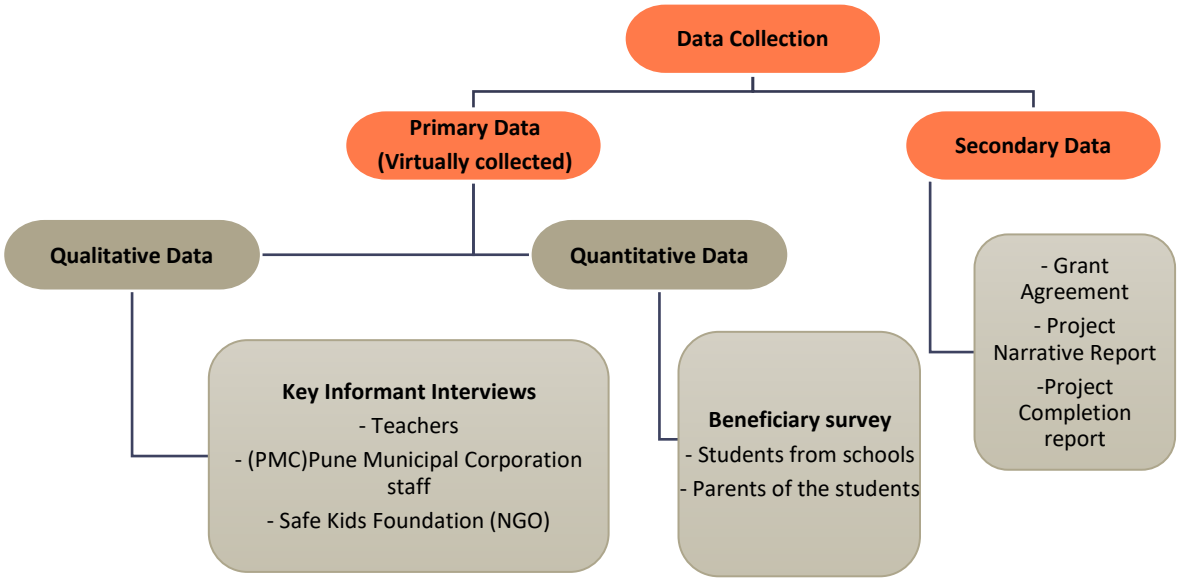
We study a program's impact potential to assess if the change or the desired outcome can be attributed to the program intervention. Goodera uses criteria such as scale of Impact and impact sustainability to understand the impact potential of the projects.

5. METHODOLOGY ADOPTED

We initiated the impact assessment study by identifying the key stakeholders for the project. These stakeholders were ratified in consensus with the implementing partner. The study takes a 'mixed method' approach which includes both qualitative as well as quantitative data capture and analysis.

The quantitative tools provide values to key indicators related to relevance, efficacy, and impact. It also mapped the outputs against the targets and outcomes perceived by the beneficiaries and stakeholders. On the other hand, the qualitative method and approaches provide a better understanding and help to build a storyline for the achievements and gaps in the program from the lens of immediate stakeholders involved in the program implementation, other than the beneficiaries. A qualitative study gives substantiated evidence for a better understanding of the processes involved in the program implementation. Thus, the 'mixed method' approach also helps in developing a framework for gap identification and course correction.

5.1 Data collection



- **Primary data:** Primary data is the key to collecting first-hand information as evidence from the beneficiaries and stakeholders on the interventions. It allows us to understand the benefits delivered, its effectiveness and key challenges to assess the impact created by the program and arrive at recommendations that enhance it.
- **Secondary data:** For secondary data collection, the program proposal and program narrative report were referred. These documents gave high level insights about the projects including the inception and implementation phase along with the processes followed.

5.2 Sampling strategy

The program has benefited over 1,00,000 youth through the interventions. Considering a confidence interval of 95%, and 5% allowable margin error, the study planned for a total of 383 samples out of which primary data collection was done for 360 beneficiaries (quantitative) and 23 key informants (qualitative).
The following formula details out the sample size calculation process with the assumptions considered.

$$\text{Sample size} = \frac{\frac{z^2 \times p\,(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p\,(1-p)}{e^2 N}\right)}$$

- N= Total stakeholder population
- z = Z Score (Z-score is the number of standard deviations a given proportion is away from the mean and 1.96 here corresponding to a 95% confidence interval)
- e = Margin of Error (Percentage in decimal form; here taken as 0.05 (+/- 5% error)
- p = sample proportion (0.5)

The sample size of ~365 was distributed among the beneficiaries & stakeholders of the intervention.

Sampling Plan for Beneficiary Surveys (Quantitative Data Collection): For the Safe Kids program, we identified the sample for the students who were considered as the beneficiaries of the program.

Following table elaborates the sample size and distribution as per the strategy.

Stakeholder Sample Size & Distribution (Planned) Sample Size & Distribution (Achieved)

Stakeholder Group	No. of Interviews (planned)	No. of interviews (achieved)
Students	300	324

The study could record survey interviews of 324 respondents, as against the planned sample size of 300.

Key informant interviews: Questionnaires were designed for each stakeholder interview. All relevant questions were asked to the stakeholders and their responses were captured.

Stakeholder Group	No. of Interviews (planned)	No. of interviews (achieved)
PMC(Pune Municipal Corporation) staff	2	2
Teachers	50	9
Parents	20	30
Safe Kids Foundation Team (NGO)	1	0

In total a sample size of 365 was covered cumulatively in all the interviews collected during the study.

Aspects Emerging from the Data Collection On-Ground:

- Out of the 50 interviews planned for the teachers only 9 were completed as per the 6 schools visited in Pune. The teachers who had received the trainings were assessed as result the gap between intended outreach and the actual one exists. The team observed that max. two teachers were trained from each school as part of this program.

6. ANALYSIS AND FINDINGS

Descriptive statistic (basic features of the data including frequencies, counts, percentages), comparative analysis (before and after comparisons), and content analysis (for qualitative data to interpret and analyse unstructured textual content into manageable data) were done to analyse and interpret the data collected. The findings for both the interventions are organized as per the three-point assessment framework described in section 4.3

The Goodera team successfully conducted the survey for 324 beneficiaries. The students surveyed were found to mostly belong to areas in and around Kondwa, Deccan Gymkhana, Malwadi, Hadapsar, Handewadi and Laxmi Road area in Pune. 39% of the respondents were female while others were male out of the 324 students interviewed (Figure1). The trainings were delivered to the students in government, government-aided and private schools. 82% of the respondents belonged to private schools, 16% of them were from govt- aided and 2% of them represented government schools.(Figure2)

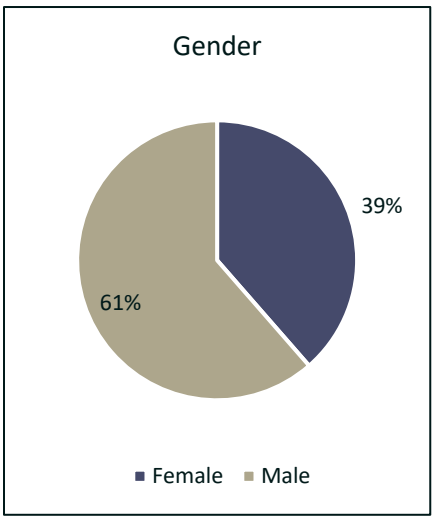


FIGURE 1

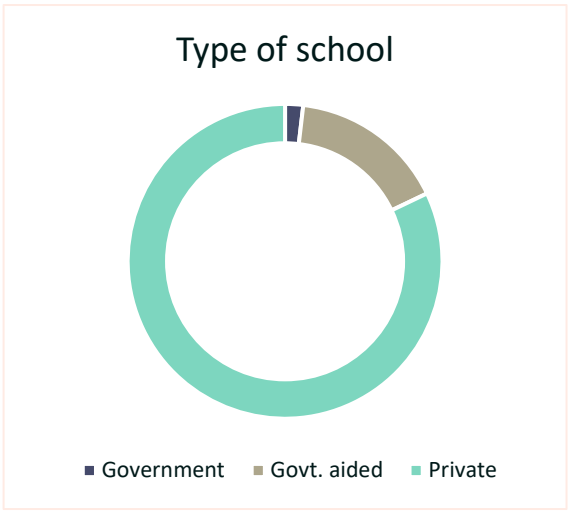


FIGURE 2

PROGRAM DESIGN

All the students who were interviewed responded that they have been a part of the “Safe Kids at Home” program and been trained on fire-safety. The beneficiaries were found to be aware of the fire safety measures present in their school and understood the importance of the first-hand safety required for themselves. 194 of the students responded first hand safety protects from serious injuries, 128 mentioned it teaches them that nothing is more than health and others learnt it helps them to protect themselves from any fire hazardous (figure 3). All student respondents also mentioned that they have been given trainings on the fire safety aspect from their schools before the program.

During the interaction with the students all of them mentioned they enjoyed the trainings delivered as a part of the program. All the beneficiaries were found to have attended the trainings delivered by the SKF team. There were different modules taught as part of the training. A majority of students said that they liked the story telling

part of the trainings. 190 students like the story telling, fire hazardous and types of fire modules, 110 students enjoyed the mock drills and songs on the fire-safety trainings, 5 of them enjoyed the mock drill sessions and rest of the beneficiaries reported that they preferred the modules which made them aware of the aspects on electrical safety, fire safety measures and importance of health (figure 4). This indicates that student seem to receive the training better if engaged in a way that draws their attention.

FIGURE 3

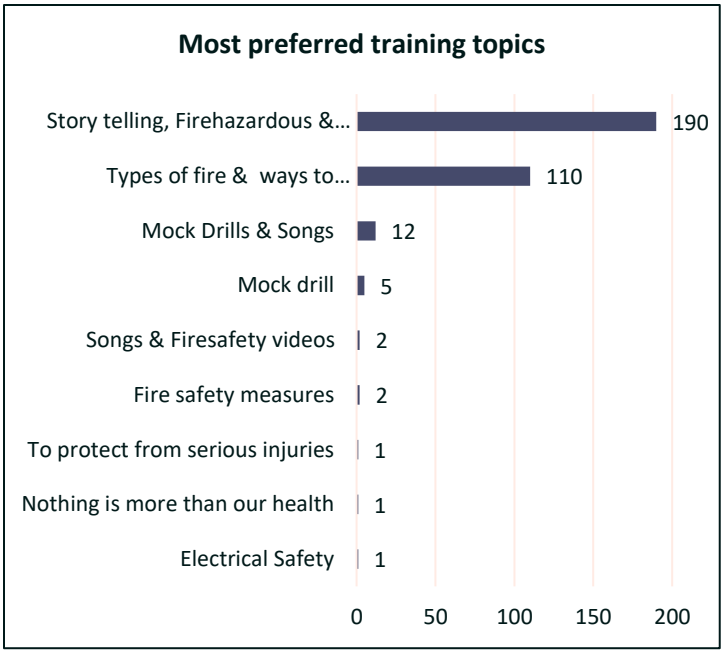


FIGURE 4

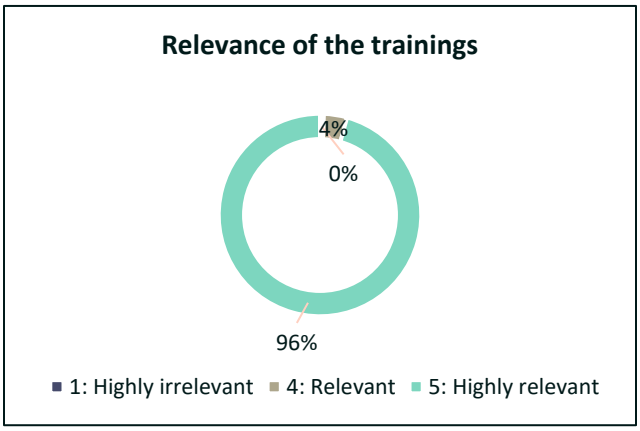


FIGURE 5

During the interaction with the students, 96% of them reported they found the trainings highly relevant to their need while 4% of them found it to be otherwise (figure 5).

32% of parents interacted find this program relevant. They were of the opinion that teaching basic first safety responses helps a kid in responding to those emergencies in the long run. However, the 68% of them attributed that Covid-19 had made both the parents working remotely. Students seemed not sharing updates on some of these aspects as result they were not aware of these training programs (Figure 6).

43% of the parents had undertaken the training whereas remaining 57% were bereaved of it because of the lack of awareness of existence of such training programs as stated in the aforementioned paragraph (Figure 7).

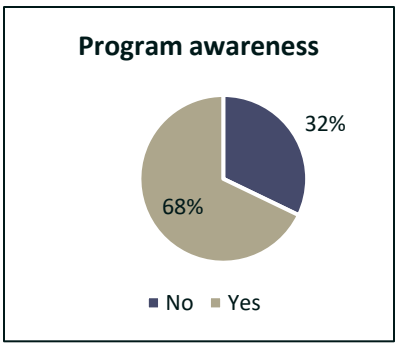


FIGURE 6

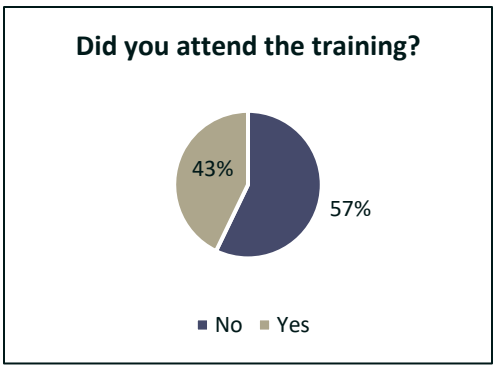


FIGURE 7

The rating given by different stakeholders regarding the relevance of the training are given in the table below:

Stakeholder	Parameter	Ratings (on scale of 1 to 5)
Beneficiaries	Relevance of the training	★★★★½
Teachers	Relevance of the trainings	★★★★★
PMC & PCMC	Relevance of the trainings	★★★★★

(ii) PROGRAM DELIVERY

EFFICIENCY:

The efficiency of the program is analysed in terms of the resources used for program delivery and operational aspects of the training sessions. All of the students interacted with reported that they were aware the trainings imparted by the Safe Kids Foundation program team. The beneficiaries reported the training sessions conducted through virtual meeting platforms such as Zoom, Microsoft teams and Google Meet. Some of them were found to have attended the sessions in the school premises itself. The teachers interviewed during the assessment had mentioned that they have taken active steps for the safety concerns of the students in the schools. 3 of them highlighted that they displayed emergency contacts for students while 2 of them mentioned there is periodic inspection of school infrastructure and 2 of them mentioned they conduct awareness on road safety every year and the others conduct mock drills every year in the schools (figure 8). As per the teachers, schools only used to do the fire safety drills only before, while in training more contents were included like group activities (figure 9)

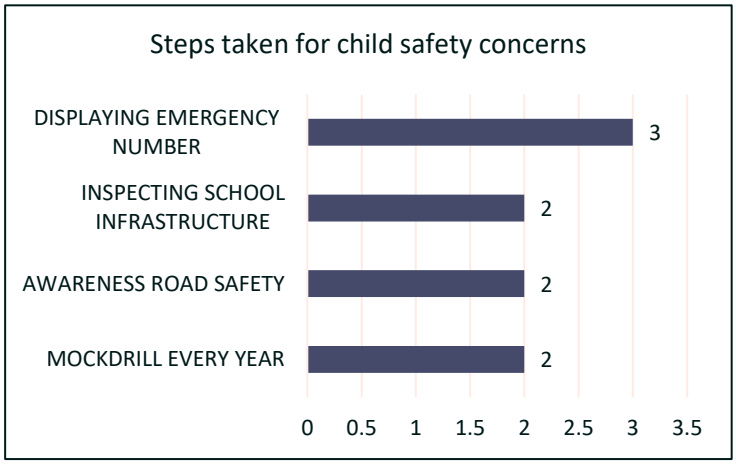


FIGURE 8

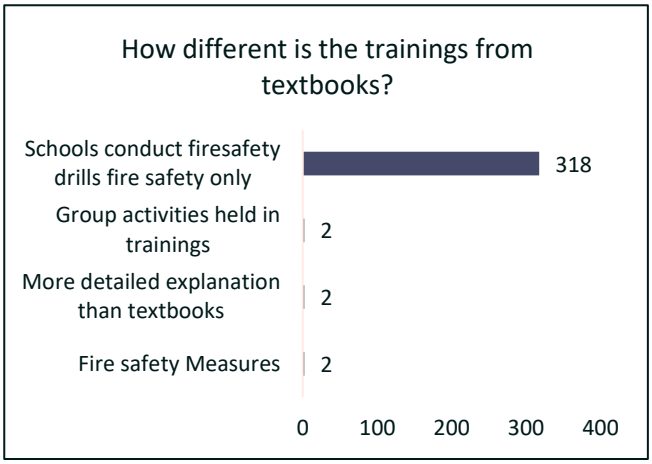


FIGURE 9

EFFECTIVENESS:

The effectiveness of the intervention was mapped by analysing the learning outcomes of the beneficiaries and the challenges faced during implementation. All the beneficiaries reported the use of multimedia elements like YouTube videos, animations, and infographics during the sessions. The IT skills trainer also confirmed the use of softwares like Canva, Pixlr and Photoshop to visualise the course content for more effective learning.

The students interviewed mentioned the training sessions were imparted by the experts from Safe Kids Foundation. The sessions were delivered orally with some of them being activity based. Overall, they found the sessions to be very well explained and were able to pick the lessons fast. The sessions imparted by the NGO team were found to be more engaging as the sessions delivered had detailed explanation related to fire-safety and group activities on the modules while the schools only conduct safety drills and a demo session with a fire brigade expert.

FIGURE 10

94% of the students reported that they had found the training to be excellent and 6% of them reported that the trainings are good and useful for them to be aware of the fire safety related topics (figure 10).

All the teachers interviewed as a part of this program found the program to be highly effective. They have observed that the content of the trainings has been adapted by the students in their day to day lives. They also confirmed that they have received one training session by the Safe Kids NGO team for around 40 mins.
The teachers were found to be aware of the safety risks in their school before attending the workshop or training sessions.
On the trainings delivered to the teachers, they found the modules to be very effective. Majority of them appreciated the sessions of types of fire (7), while sessions that included songs and storytelling were also preferred (3). Topics on how to extinguish the fire were liked by 4, and 2 of them liked fire safety prevention as the well-delivered training topics.(figure11)

FIGURE 11

The teachers responded that they found the training techniques adopted in the program were helpful. 95% of them rated the techniques as excellent and 5% of them as good. (figure 12)

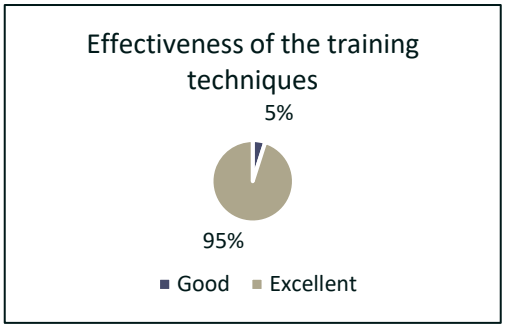


FIGURE 12

The survey with parents explored the effectiveness of the training among the behaviour of children. From the safety aspects followed by children at home, most of the parents stated not touching live electric wires was the preferred safety aspects. Maintaining safe distance from gas cylinder matchboxes, and electric switches were other safety aspects that children observe at home (figure 13).

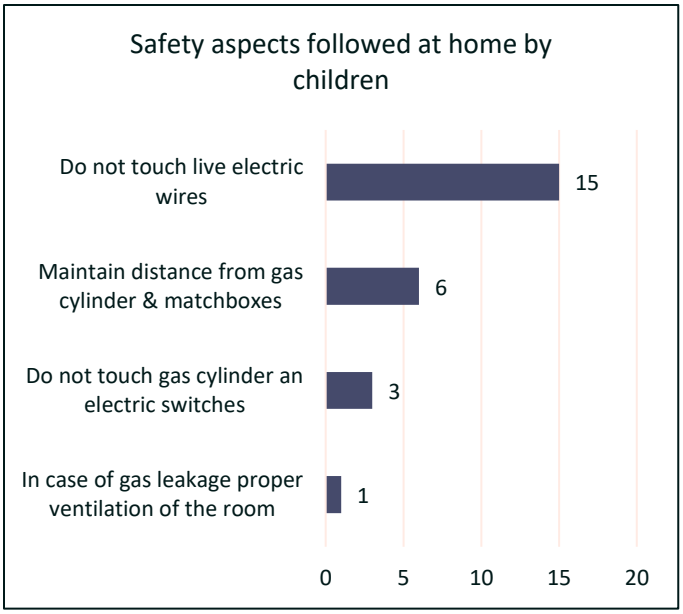


FIGURE 13

Parents after receiving the training through the program have also tried to instil different safety aspects among their children. A majority of parents have instructed their children about maintaining distance from live wires, while other aspects such as not touching gas cylinder, electronic appliances, live switches, geyser, gas stoves, gas lighter and matchboxes were also taught. (figure 14)

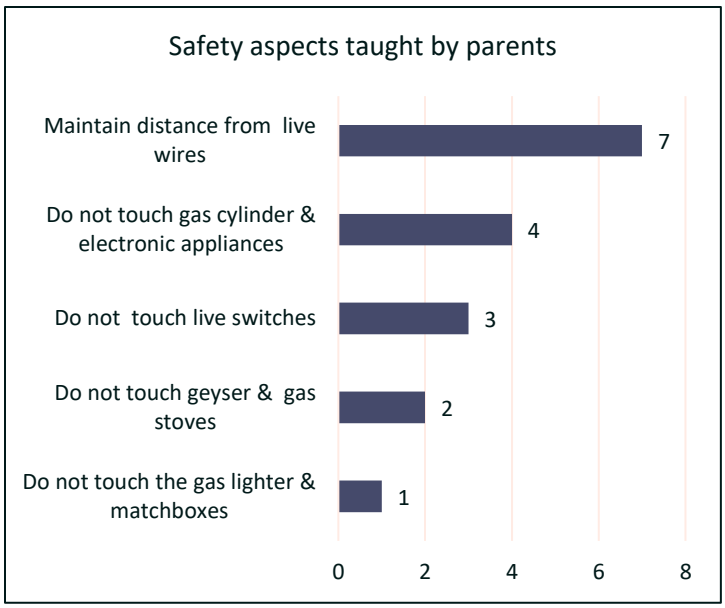


FIGURE 14

92% of the parents who were interviewed were not aware about the donor of the 'Safe Kids at Home' CSR program indicating that brand recall among the indirect beneficiaries was meagre.

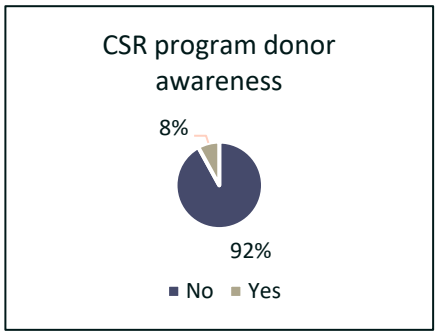


FIGURE 15

The stakeholders were asked to rate the effectiveness of training for safety of children, and the results are given in the table below:

Stakeholder	Parameter	Ratings (on scale of 1 to 5)
PMC	Effectiveness of the trainings for the safety of children	★★★★★
PCMC	Effectiveness of the trainings for the safety of children	★★★★★
Teachers	Effectiveness of the trainings	★★★★½

(iii) IMPACT AND SUSTAINABILITY

The study indicates that the program has been successful in attaining its anticipated goals drawn before the programmatic roll-out to a large extent. All the students highlighted that they are aware of the preventive measures to be taken for fire safety and the prevention measures to be taken for fire hazards.

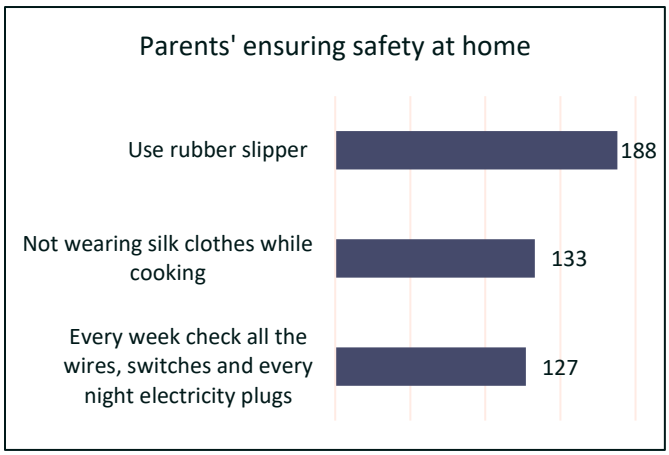


FIGURE 16

Overall, the beneficiaries find the program to be helpful as they are more aware on the fire hazards after attending the training. Students also mentioned that parents are ensuring better safety at home after the trainings. Among the students, 188 (58%) said their parent use rubber slippers for any electric works, while 127 (39%) told every night they check electricity plugs. 133 (41%) respondents said parents do not wear any silk clothes while cooking (figure 16).

The students feel safer at home after the trainings as per the survey. 99% of the respondents said the trainings helped them feel safer in home, while 1% said it has not (figure 17).

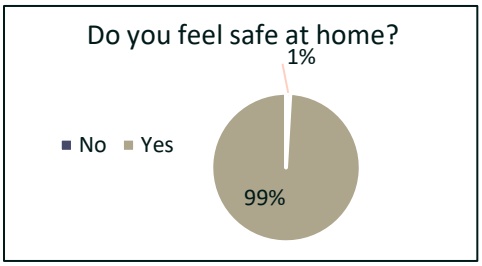


FIGURE 17

The key learnings from the program for the students as per the responses are listed in the table:

Avoid playing with lighters & matches	Get low and exit on a fire hazard	Leave everything behind and run quicky on fire hazard
Should not panic	Self-protection and self-awareness	Family protection
Calling emergency number	Wear rubber shoes	

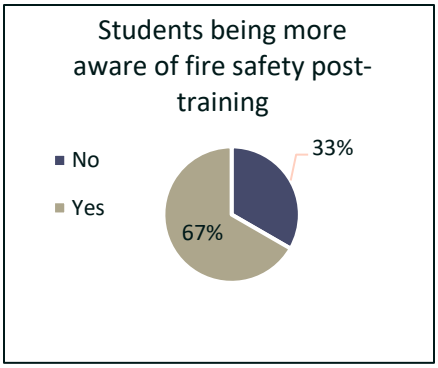


FIGURE 18

As per the responses, the teachers continue with the safety training and sessions even after the training in the schools. All the teachers responded in the study found the program to be very useful as they found themselves more knowledgeable than before regarding fire safety and fire hazards. The teachers agreed that Safe kids at Home has brought a behavioural change as well as functional changes by making 'fire safety' as a part of the curriculum. Majority of the teachers agree that students would not have been aware about fire-safety without the program. 67% of the teachers feel the students became more aware of the safety post-training (figure 18).

All the teachers agreed that the workshop brought a behavioural change amongst students in dealing with fire safety. The key features of the program as per the teachers are:

Easy explanations in regional languages made easy to understand concepts
Content quality and ease of understanding
Interactive and activity-based training sessions
Mock Drills

Among the parents interviewed 60% said that their children became more aware of the safety hazards at home after the program. 3% said they have not while 37%said that they are not sure (figure 19).

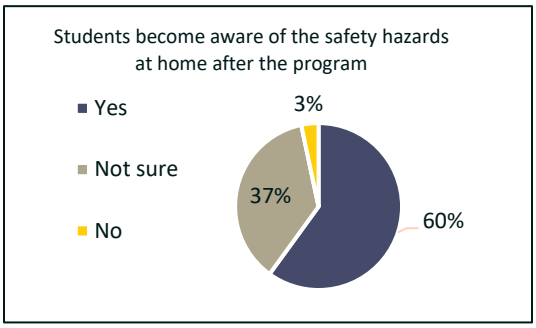


FIGURE 19

The stakeholder ratings on impact parameters are given below:

Stakeholder	Parameter	Ratings (on scale of 1 to 5)
Teachers	Equipped do you feel to respond to a disaster pertaining to a fire outbreak	★★★★★
Parents	Children adequately equipped to respond to a disaster	★★★★

Other stakeholders-

As part of the program, two officials from Pune Municipality Corporation Fire department were interviewed. One was a fire officer and other station duty officer, both from fire brigade department. Both the officials were aware of the program and were part of the mock drills performed in the schools as part of the program. Both the officials said that they were satisfied with the content that were covered through the program and rated them as highly relevant.

The major support from the department was in the practical demonstrations in the schools. The officials acknowledged that the training have equipped the student to protect themselves and their families from serious

injuries in the instance of a fire hazard. As per the officials the fire training is also very crucial and prove effective for teachers and construction workers. The officials said that the program compliments the activities of the fire department. As per them, the top success factors of the program are easy content, language of training and group activities.

7. SWOT ANALYSIS

A SWOT analysis is carried out to understand the program's strengths, weaknesses, opportunities, and threats. It was conducted from the responses received from the program team and other implementation-level stakeholders, at the same time considering the beneficiary feedback.

Strengths	Weakness
• The course content, which was delivered in regional languages enabled students, teachers, and parents to comprehend the subject with ease • Interactive way of teaching through partnership with municipal corporation and fire departments for field demonstration and mock drills • Trainings were found to be effective by students in imparting basic response measure against a fire hazard among the participants	• Majority of the students received trainings via online platforms, and hence many who didn't have such accesses were left out • In spite of getting rated very effective by students, many parents were not sure if the trainings actually made the students aware and equip to handle fire hazards • The training conducted are onetime which will largely result in fading away of the practices taught. • Very low to zero brand awareness and visibility amongst the beneficiaries regarding the sponsor.
Opportunities	**Threats**
• The outreach of the program can be scaled into more regions and schools • Given that the schools have reopened after COVID lockdown, more hands-on trainings, demonstrations and classroom sessions can be started • The trainings can include other relevant safety related topics apart from fire hazard measures	• In spite of the awareness, if children can be forced to live under non-safe circumstances due to lack of awareness among parents.

8. CONCLUSION

The impact assessment study conducted for the Safe Kids at Home program has tried to understand the level of achievement in program design, delivery and impact. The program is designed with the objective to equip children in dealing with home safety hazards and prevent such instances to a higher extent. The relevance of such a program is critical to ensure the safety of children at their homes, especially since the program was conducted at a time when children were spending most of their times in home due to COVID related school lockdowns. The trainings have covered several topics and ranged from 'how to ensure basic safety in home while using a match stick' to 'how to escape from home in a fire hazard situation'.

The study has found that the program could successfully create an awareness among its beneficiary students regarding these safety related topics. The medium of such trainings were online platforms which has hindered many students to attend the training. Nonetheless, the ones who attended could comprehend the topics with ease since the content were developed in such a way and delivered in regional languages. The training included songs, storytelling and many engaging ways to ensure the concepts are getting instilled among the children, which has given a good result in creating awareness and impressions. The effectiveness of the training was rated as excellent by all the stakeholders who were part of the study.

The study has captured the responses of parents were many were not sure if the trainings made the children aware and equip to handle fire hazards. One of the major reasons for such a response is due to the unawareness of parents about the whole training process itself. Along with students, many parents have not attended these training sessions. However, the ones who attended has said that they have felt the trainings to be useful. For teachers, the program has conducted only half day training and not a training of trainers (ToT), which could've helped in dissemination of the content in a regular basis, even after program closes.

The program has conducted mock drills in schools with the support of Fire departments and municipal corporations. While such a mock drill is essential and highly effective, the requirement of further types of mock drills that demonstrate the home-level situations were found to be missing. It is also recommended to conduct at least one mock drill every year to ensure that students don't forget about the proper procedure they need to follow on a fire hazard. This is an instance where program has successfully leveraged the Government supporting systems to enhance the impact and improve efficiency and effectiveness. Taking support of such professionals for related tasks, in this case the officials of fire department, are vital in ensuring program success.

Overall, the program has successfully created a basic awareness among the target students regarding the fire hazard prevention and safety measures. The program has potential to scale into more schools and widening the scope by including other relevant topics in child safety, apart from home-safety. It is also critical that the program ensures there is a conducive environment in children's home that will enable them to practice these safety measures.

9. RECOMMENDATIONS

Challenges	Recommendations
Students not recollecting the teachings: Students forgetting the course content and safety measures and not following them in home	Since the program was conducted as a onetime activity this challenge exists. There should be refresher trainings each year. Alternately, the program should enable students to conduct these sessions to the students yet to undergo these sessions in the school.
Mock drills inadequate: The number of mock drills that have been conducted are not sufficient to make children understand the safety measures required inside home	As per comments, mock drills were mostly for outside safety measures. There should be mock drills specifically demonstrating safety and fire hazards inside house.
Less participation from parents: There is a lack of awareness among the parents interviewed regarding the program and its significance	Parents participation to ensure through special workshops and awareness in Parent-Teachers meetings. An awareness among the parents about the program and its content will catalyse in creating safety related habits among the children
No Training of Trainers (ToT) conducted with teachers: Although teachers were given a half day training – there is no ToT Sessions designed in the program plan	ToTs can ensure that the teachers are trained to equip them to train students and others even after the program closes. This will ensure program sustainability
Low Brand Visibility: Very low brand awareness and visibility amongst beneficiaries.	The NGO partner should come up with more effective branding methods and expand the scope of integration of brand awareness and visibility to all possible interventions.

10. ANNEXURE: INTERVIEW AND SURVEY GUIDE

Stakeholder group: School students

Questions
Basic Profile
Name: School: Class: Age: Gender: Location School Type: a. Government b. Govt. Aided c. Private
8. Have you been ever trained for fire-safety? a. Yes b. No c. If yes, when? _____
9. Are you aware of fire-safety measures your school has? a. Yes b. No
Do you think first-hand safety is important for you? (Select an option) a. Yes b. No c. If yes, how important it is?
Did school ever touch on the aspect of fire-safety before this program? a. Yes b. No
13. Did you find the training interesting? a. Yes b. No If yes, which topic did you like the most? (Short Answer)
14. According to you, on a scale of 1 to 5 how relevant was the training a. 5: Highly relevant b. 4: Relevant c. 3: Neutral d. 2: Irrelevant e. 1: Highly irrelevant
15. Who imparted these trainings? (Select an option) a. Safe Kid's Foundation expert b. Other (Mention
16. How was the training imparted? (Select an option) a. Online - Google Meet b. Online - Zoom c. Online- Microsoft Team d. Online- Google Forms e. Offline – School Premise f. Other
17. What did the training comprise of? (Short answer)
18. How many sessions were conducted?
19. What was the duration of a session?
20. What was the format of the training?

a. Oral with modules shared b. Activity based with modules shared c. Explanation of reference modules
21. Are you being taught fire-safety as part of the school curriculum? a. Yes b. No c. If yes, how different is the training from the one you study in the textbook?
22. Do you think fire-safety should be part of every school's curriculum? a. Yes b. No
23. Are your parents aware of this program? (Yes/No) a. Yes b. No
24. On a scale of 1-5, how effective do you think the training was? a. 5: Excellent b. 4: Good c. 3: Average d. 2: Poor e. 1: Extremely Poor
25. On a scale of 1-5, how will you rate the training technique adopted in the program? a. 5: Excellent b. 4: Good c. 3: Average d. 2: Poor e. 1: Extremely Poor
26. Do you feel that you are more aware on the fire hazards after attending the training? a. Yes b. No c. If yes, why?
27. If no, why? Do teachers continue with safety training or sessions after the program? a. Yes b. No
28. Did you find the training useful? a. Yes b. No If yes, how? If No, why?
29. How do your parents ensure fire-safety at home? (Short answer)
30. Do you feel safe at home as a result of this training? a. Yes b. No c. Can't Say
31. Mention any 3 key learnings that you remember from the program?
32. Are you aware that the project was supported by Honeywell? a. Yes b. No
Stakeholder group: Parents
Basic details 1. Name: 2. Parent of:

3. School: 4. Class: 5. Age: 6. Gender: 7. Location: 8. School Type: /. a. Government b. Govt. Aided c. Private
9. Are you aware of 'Safe Kids at Home Program" run by Safe Kids Foundations? a. Yes b. No
10. Should fire safety programs be conducted in school? a. Yes b. No
11. Do you make your children aware of fire-safety at home? a. Yes b. No c. If yes, how?
12. According to you, on a scale of 1 to 5 how relevant do you find these trainings? a. 5: Highly relevant b. 4: Relevant c. 3: Neutral d. 2: Irrelevant e. 1: Highly irrelevant
13. Have you attended any workshop/training sessions organized by Safe Kids Foundation as part of this program? a. Yes b. No
14. How many workshop/training sessions have you attended?
15. How was the training imparted? (Select an option) a. Online - PTM b. Online – Facebook Live Event c. Other online mode
16. What were the key topic/area covered in the training for your child?
17. On a scale of 1 to 5 (1 being extremely poor and 5 being excellent, how satisfied are you with the workshop/training sessions? a. 5: Excellent b. 4: Good c. 3: Average d. 2: Poor e. 1: Very poor
18. Are you aware that 'Safe Kids at home program' is Honeywell Hometown Solution's initiative? a. Yes b. No
19. What aspects of fire safety training do your children follow at home?

20. Do you feel your children have adopted fire safety practices at home as a result of this program?
21. What would be fire safety concerns for your child?
22. Do you think these concerns have been addressed well in the workshop/training sessions of the program? a. Yes b. No c. Partially
23. Do you feel that they have become aware of the safety hazards at home after the program? a. Comprehensively b. To great extent c. To some extent d. To limited extent e. Not at all f. Extremely Poor
24. On a scale of 1 to 5 how equipped do you think these trainings prepare your child to respond to a disaster? a. 5: Very Equipped, b. 4: Equipped c. 3: Neutral, d. 2: Unequipped e. 1: Very Unequipped
24. Do you teach your children about the aspects of fire-safety to be dealt at home? a. Yes b. No c. If yes, what aspects of fire safety do you teach? If yes, what actions did you take?
25. Do you have any other comments / remarks about the program?
Stakeholder group: Teachers
Basic Details 1. Name: 2. School: 3. Subject: 4. Location: 5. School Type: /. a. Government b. Govt. Aided c. /Private
6. How long has your school been part of 'Safe Kids at Home Program'? _____ months
7. Were any trainings on the fire safety imparted to the students prior to this program? a. Yes b. No c. If yes, what aspects of fire safety did you deal with?
8. Do you believe 'Safe Kids at Home' duly address fire safety hazard to be taught to the children? a. Yes b. No c. If not, what does the program miss?
9. Are you aware of 'Safe Kids at Home Program" run by Safe Kids Foundations? a. Yes b. No

10. According to you, on a scale of 1 to 5 how relevant do you think these trainings? a. 5: Highly relevant b. 4: Relevant c. 3: Neutral d. 2: Irrelevant e. 1: Highly irrelevant
11. Have you been a part of any training sessions by Safe Kids Foundation? a. Yes b. No
12. What role do you play in 'Safe Kids at Home' sessions?
13. How do you address child safety concerns in your school?
14. On a scale of 1-5, how effective do you think these trainings are? a. 5: Highly effective b. 4: To an extent c. 3: Neutral d. 2: Ineffective e. 1: Highly Ineffective
15. Do you believe the content of the training is adapted for the students to apply in day-to-day lives? a. Yes b. No c. If not, why?
16. How many training sessions have been conducted so far?
17. What is the duration of each of these sessions? _____ min/hours
18. Were you aware of the safety risks at your school before attending the workshop/training sessions? a. Yes b. No
19. What were the key topic/area of concern covered in the workshop/training sessions?
20. Do you think fire safety training should be included in school curriculum? a. Yes b. No c. If not, why?
21. Do you believe Safe kids at Home has brought a change by making 'fire safety' as a part of the curriculum? a. Yes b. No
22. Do you think students would have got to know about 'fire-safety' without this program? a. Yes b. No c. If yes, when would have they learnt?
23. According to you, state top 3 features of this program?
24. According to you, state 3 areas that the program can improvise upon.
25. Do you think the workshop brought a behavioural change amongst students in dealing with fire safety? a. Yes b. No
26. On a scale of 1 to 5 how equipped do you feel to respond to a disaster pertaining to a fire outbreak? 5: Very Equipped 4: Equipped 3: Neutral 2: Unequipped. 1: Very Unequipped

Stakeholder group: Fire Department of Pune Municipal Corporation (PMC)
Basic Details 1. Name: 2. Designation: 3. Department:
4. Are you aware of 'Safe Kids at Home Program" run by Safe Kids Foundations? a. Yes b. No
5. Have you, in anyway, contributed to the design of program? a. Yes b. No c. If yes, what did you do?
6. Were you satisfied with the contents that were covered in the training? a. Yes b. No c. If not, did you convey this to SKF?
7. According to you, on a scale of 1 to 5 how relevant do you think these trainings are? a. 5: Highly relevant b. 4: Relevant c. 3: Neutral d. 2: Irrelevant e. 1: Highly irrelevant
8. What support did you extend for this program?
9. According to you, do you think, children would benefit from these training at schools?
10. Does your department carry out public awareness program on fire safety? a. Yes b. No If yes, how often it is conducted?
11. On a scale of 1-5, how effective do you think these trainings are for the safety of children? a. 5: Highly effective b. 4: To an extent c. 3: Neutral d. 2: Ineffective e. 1: Highly Ineffective
12. Do you think fire safety program curriculum in schools will help students in dealing with fire safety hands-on? a. Yes b. No
13. According to you, for whom the fire safety training would prove more effective? a. Teachers b. Parents c. Students d. Construction Workers e. Other
14. According to you, do you think this program compliments the activities of the fire department? a. Yes b. No c. If yes, how?
15. According to you, what are the top three success factors of the program?
16. According to you what are the top limiting factors of the program? What are the areas of improvement?
Stakeholder group: - Pune Municipal Corporation (PMC) & Pimpri Chinchwad Municipal Corporation
Basic Details 1. Name: 2. Designation: 3. Department:
4. Are you aware of 'Safe Kids at Home Program" run by Safe Kids Foundations? a. Yes b. No
5. Have you, in anyway, contributed to the design of program? a. Yes b. No c. If yes, what did you do?
6. Were you satisfied with the contents that were covered in the training?

a. Yes b. No c. If not, did you convey this to SKF?
7. According to you, on a scale of 1 to 5 how relevant do you think these trainings? a. 5: Highly relevant b. 4: Relevant c. 3: Neutral d. 2: Irrelevant e. 1: Highly irrelevant
8. Did you extend the support to this program? a. Yes b. No c. If yes, what support did you offer?
9. According to you, do you think, children would benefit from these training at schools?
10. Does your department carry out public awareness program on fire safety? a. Yes b. No
11. If yes, how often it is conducted?
12. On a scale of 1-5, how effective do you think these trainings are for the safety of children? a. 5: Highly effective b. 4: To an extent c. 3: Neutral d. 2: Ineffective e. 1: Highly Ineffective
13. Do you think fire safety program curriculum in schools will help students in dealing with fire safety hands-on? a. Yes b. No
14. According to you, for whom the fire safety training would prove more effective? a. Teachers b. Parents c. Students d. Construction Workers e. Other
15. According to you, do you think this program compliments the activities of the fire department? a. Yes b. No c. If yes, how ?
16. According to you, what are the top three success factors of the program?
17. According to you what are the top limiting factors of the program? What are the areas of improvement?
Stakeholder group: - Safe Kids Foundation Implementation SPOC
Basic Details

1. Name: 2. Designation: 3. Location: 4. E-mail:
5. Was the program designed in consensus with Honeywell? a. Yes b. No c. If not, who contributed to program design?
6. How long has been the program functional? _____ years
7. Who designed the training modules for each stakeholder group?
8. What is the rationale of having 'Fire-Safety' trainings as a school programme?
9. How was the content of the training finalised? a. In-house content development b. In consultation with Experts If developed in consultation, who were the experts consulted?
10. Are 'Fire-Safety' trainings one-time? a. Yes b. No c. If yes, how do you measure the effectiveness of the program? d. If not, what often do you impart these trainings?
11. How do you aid this training to the students of 3rd grade?
12. Do you impart these trainings in the same schools or choose different school? a. Yes b. No
13. How are the schools selected for the financial year?
14. Who imparted the training on the field? a. External expert b. SKF team member c. School teacher
15. What support did you receive from PMC and PMRDA?
16. Do you monitor these trainings across the stakeholders? a. Yes b. No c. If yes, what are KPIs? d. If not, why?
17. According to you, on a scale of 1-5 how would rate the response of the school in facilitating this program? a. 5: Excellent b. 4: Good c. 3: Average d. 2: Poor e. 1: Very Poor
18. According to you, what are the top three success factors for the program?
19. According to you what were the limitations of the program? How did you resolve it?
20. Who according to you is more receptive to the trainings? a. Student b. Teachers c. Parents
21. Who according to you better facilitates these trainings to the students?

a. School b. Parents
22. On a scale of 1 to 5 how will you rate the effectiveness of the project in achieving its end objectives? a. 5: Excellent b. 4: Very Good c. 3: Good d. 2: Poor e. 1: Extremely Poor