FSG REIMAGINING SOCIAL CHANGE

BOSTON
GENEVA
MUMBAI
SAN FRANCISCO
SEATTLE
WASHINGTON, DC

Program to Improve Private Early Education (PIPE)

MAJOR FINDINGS FROM BASELINE ASSESSMENT OF CHILD DEVELOPMENT OUTCOMES (AY 2016/17)

#PreschoolMatters

Agenda

1	**Introduction to FSG Inclusive Markets**
2	Introduction to PIPE
3	Assessment Findings

FSG is a mission driven non-profit (501 c3) focused on **Scale Social Impact**

FSG is well known for having pioneered **innovative approaches**

Catalytic Philanthropy
Philanthropy that considers the big picture

Inclusive Markets
Creating markets that work for everyone

We use these to **help global leaders create impact** and **promote their effective use**

TOYOTA

COLLECTIVE IMPACT FORUM

The ROCKEFELLER FOUNDATION

Shared Value Initiative

We leverage these approaches to **run initiatives that create scale sustainable impact**

PIPE

Low-income housing

About FSG Inclusive Markets

We believe that markets can and should benefit the poor and should be part of the portfolio of solutions for social change.

Our strength is in understanding how to make inclusive business models work, and how to get them to scale.

We create impact in various program areas by:
- **driving new thinking** for the field, and
- **making change happen** on the ground.

We are a **"mission driven"** and **non-profit** unit whose work is entirely public domain.

We work on multi-year programs to develop new models and scale new industries…

Ownership Housing

- **80,000+ affordable housing units** sold
- Established markets in **21+ cities**
- 10 housing finance companies serving low-income households with a **>INR 1000 crore loan portfolio**

Safe Drinking Water

- **20,000 households** being served through decentralized community-based water plants
- Supported **30+ pilots** across India
- **First government tender** for this model from Delhi Jal (Water) Board

Early Childhood Education

- **6 million low-income children** need early childhood education in urban India
- **Potential market opportunity of ~USD 950 million**

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1	Introduction to FSG Inclusive Markets
2	**Introduction to PIPE**
3	Assessment Findings

Low-income families aspire and are willing to pay for "quality education" for their children

Ganesh is an office peon in the Mumbai. He earns INR 15,000 (USD 225) every month and has two children, Vijay (5 years old) and Vidya (1 year old)

"I want my child to learn English and get an office job (that I couldn't get)"
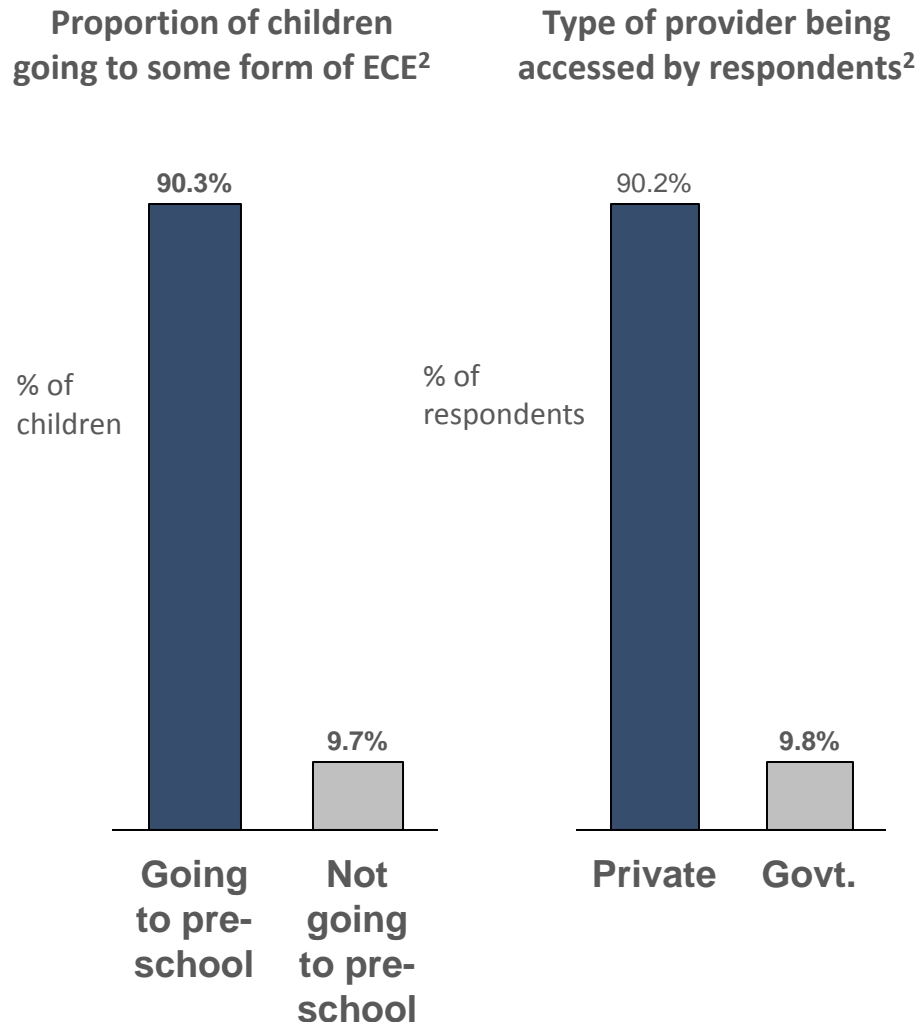
"We pay INR 1000 (USD 15) every month to send each of our children to private school and tuitions"

"My wife ensures that our children are regular with school and homework"

27.5 million[1] low-income[2] households in urban India earning between INR 8,000-INR 25,000 (USD 120 to USD 370) a month, spend a disproportionate amount of their income on private sector education.

1. 27.5 million households, constituting the middle 70% of urban Indian cities with 1 million + population, with 4.6 million children between the ages of 3-6 in the target segment
2. Families with a monthly household income of INR 8,000 -25,000 (USD 120-400). In World Bank parlance, this is the segment that earns USD 2 – 5 per day, and not the poor that earn below USD 2 per day;

Unfortunately most children in APS[1] are not school-ready due to developmentally inappropriate and rote learning pedagogy

Proportion of children going to some form of ECE[2]

Type of provider being accessed by respondents[2]

% of children

% of respondents

90.3%

9.7%

Going to pre-school   **Not going to pre-school**

90.2%

9.8%

Private   **Govt.**

For children entering grade 1[3] ..

- ~35% cannot identify numbers till 20

- **~6 out of 10 kids cannot count 14 sticks**

- ~30% cannot add single-digit numbers

- ~49% cannot read simple 3 letter words

- Only 5% can frame simple 3-word sentences in English

- ~80% cannot reverse a sequence of three numbers (an indicator of poor working memory)

1. Affordable private school
2. Data has been weighted by age to account for different number of children from each age group in the sample .FSG primary customer research of 4,179 listing interviews
3. FSG research through 480 independent assessments using modified IDELA tool

PIPE aims to give every low-income child a strong foundation they deserve and an equal opportunity to succeed in life

200,000+ children annually, sustainably with improved learning outcomes

+

A system on its way to transformation

Ecosystem barriers addressed or being addressed

5-7 Companies providing high quality products

3200 Affordable Private Schools w/ developmentally appropriate pedagogy

1.2 million parents demanding good preschooling

500,000 children annually

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3	**Assessment Findings**

PIPE assessed children entering Grade 1 and Upper Kindergarten (UKG) with two major objectives

1 Assess **baseline learning outcomes** for children **entering UKG and Grade 1** in PIPE-partner APSs

2 Understand **level of learning outcomes for** children entering **UKG and Grade 1** in **Government-run** and **higher-priced private schools**

The research is based on assessment of 480 children entering Upper Kindergarten (UKG) and Grade 1 in 4 Indian cities

School type	UKG					Grade 1					Grand Total
	Bangalore	Delhi	Hyderabad	Mumbai	Total	Bangalore	Delhi	Hyderabad	Mumbai	Total	
APS	59	24	55	57	**195**	63	22	56	66	**207**	402
Government-run schools	-	-	13	-	**13**	11	4	19	7	**41**	54
Higher-priced private schools	12	-	-	6	**18**	1	-	-	5	**6**	24
Grand Total	71	24	68	63	226	75	26	75	78	254	**480**

School type	UKG			Grade 1			Grand Total
	Male	Female	Total	Male	Female	Total	
APS	91	104	**195**	102	105	**207**	402
Government-run schools	-	13	**13**	17	24	**41**	54
Higher-priced private schools	14	4	**18**	4	2	**6**	24
Grand Total	105	121	226	123	131	254	**480**

Mean age (APS sample): UKG: 5.07 years | Grade 1: 5.83 years (Age data for most government school children was not available)

1. To highlight the gap in school readiness for Indian students entering grade 1, findings from UKG have not been included in this document
2. Due to the small sample size of higher-priced private schools, their findings have not been included in this document.
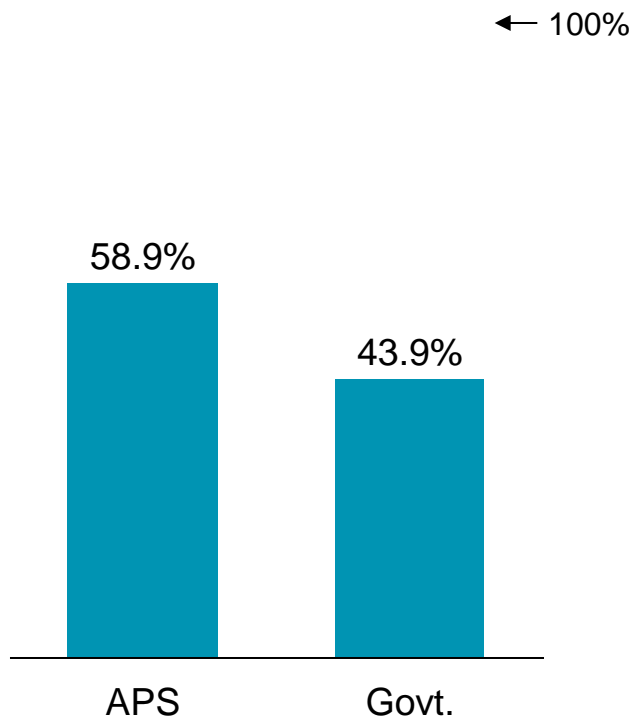
Data from the assessments indicates that a large proportion of children entering Grade 1 in APSs are not school-ready
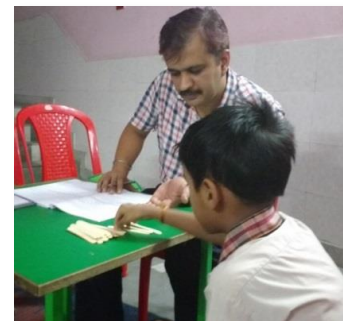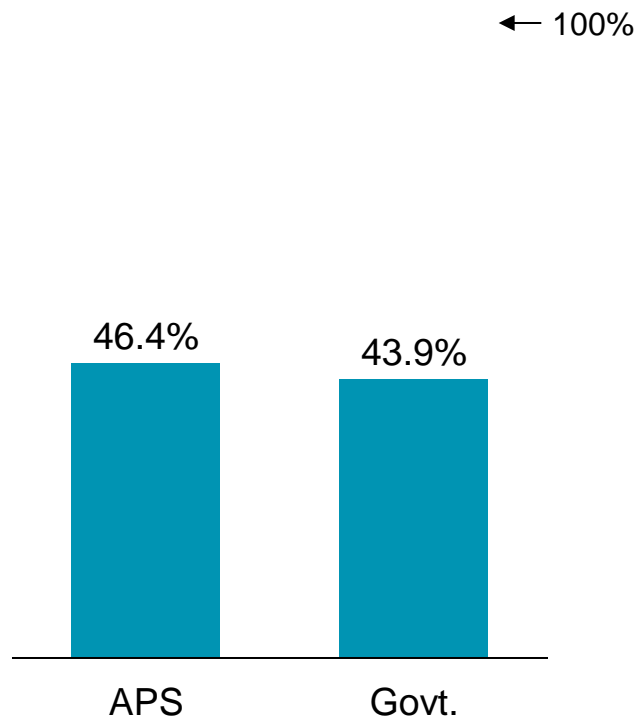
More than 40% children entering Grade 1 in APSs cannot identify numbers till 20 and many do not understand the underlying concepts

% of children entering Grade 1 that identified all two-digit numbers (10-20)

← 100%

58.9%

43.9%

APS   Govt.

% of children entering Grade 1 that could count upto 20 objects[2]

← 100%

46.4%

43.9%

APS   Govt.

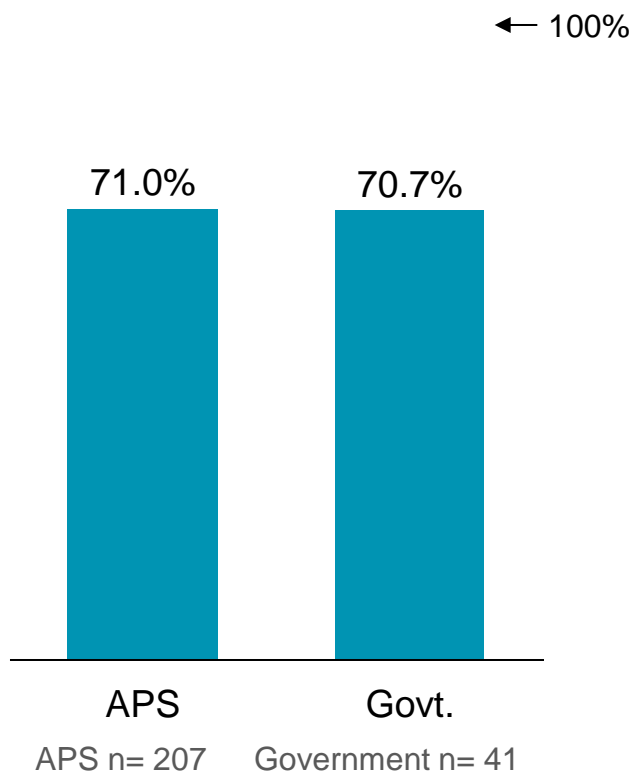APS n= 207   Government n= 41

Children being administered questions on understanding of numerical concepts

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
2. The counting exercises involved children being asked to count a certain number of objects (e.g., "could you give me 7 sticks?")
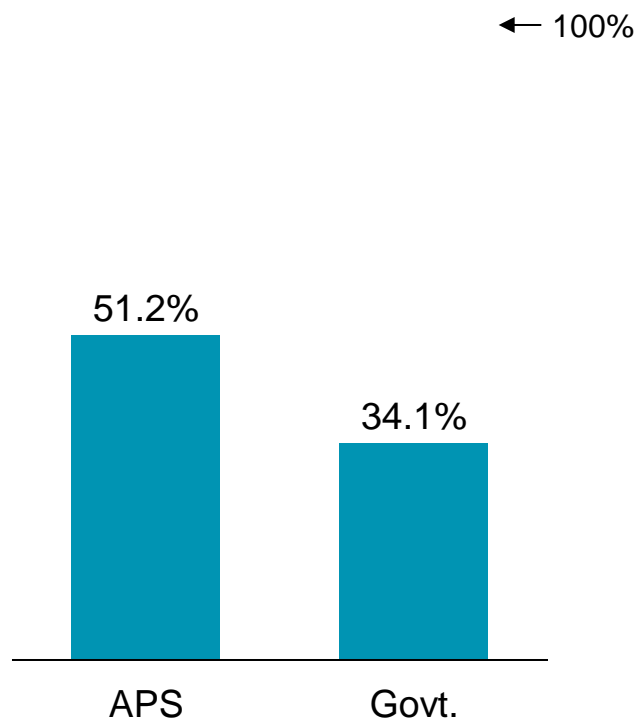3. Photos: FSG

Almost 30% children entering Grade 1 cannot add single-digit numbers using visual cues

% of children entering Grade 1 that could add two single digit numbers[2] using manipulatives

% of children entering Grade 1 that could add two single digit numbers using visualization[3]

← 100%

← 100%

71.0% APS **70.7%** Govt.

51.2% APS **34.1%** Govt.
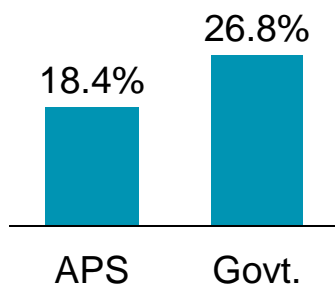
APS n= 207   Government n= 41

Children being administered questions on addition

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
2. Children were shown objects and asked to total them. The addition did not involve any carry
3. Children were shown some objects and asked what the total would be, if a similar number of objects were to be added (to the ones they were shown). The addition did not involve any carry
4. Photos: FSG

More than 75% children cannot complete a 4 piece puzzle

% of children entering Grade 1 that completed a four-piece puzzle

← 100%

Children being administered questions on patterns and puzzles

26.8%

18.4%

APS   Govt.

APS n= 207   Government n= 41

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
2. Children were given a pattern made up of simple shapes and asked to create the same pattern using cutouts of the shapes
3. Children were shown an incomplete pattern with a set of repeating shapes and asked to complete it using cutouts of the shapes
4. Photos: FSG

More than 75% children cannot complete a 4 piece puzzle

% of children entering Grade 1 that completed a four-piece puzzle

← 100%

18.4%
26.8%

APS   Govt.

% of children entering Grade 1 that copied a pattern correctly[2]

← 100%

87.9%
65.9%

APS   Govt.

% of children entering Grade 1 that completed a pattern correctly[3]

← 100%

24.2%
12.2%

APS   Govt.
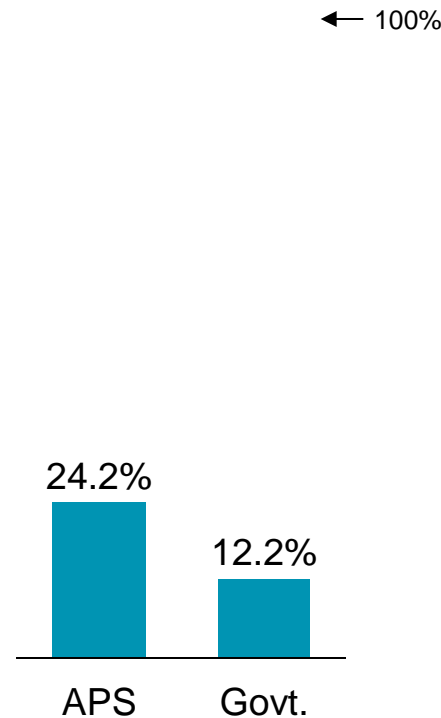
Children being administered questions on patterns and puzzles
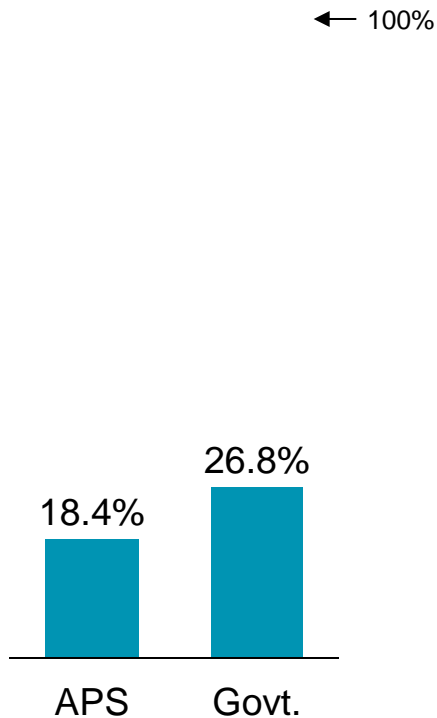
APS n= 207   Government n= 41

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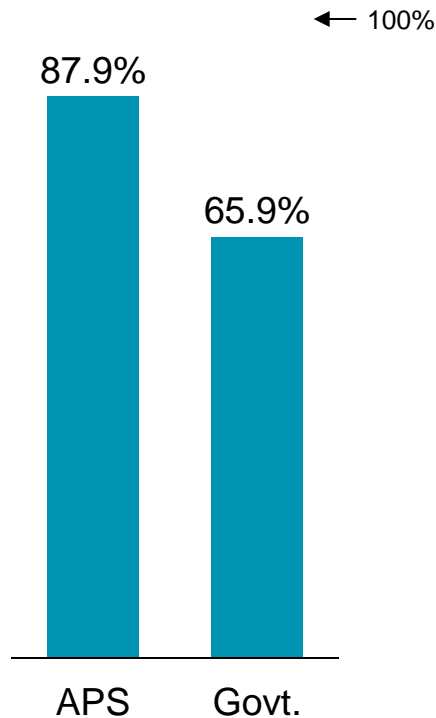4. Photos: FSG

More than three fourths of the children entering Grade 1 did not have the necessary literacy skills

% of children entering Grade 1 that identified 18 or more of the 20 high-frequency letters of the English alphabet[2]

% of children entering Grade 1 that correctly matched 3 words with starting sounds

← 100%

← 100%

84.5%

58.5%

24.3%

12.2%

APS   Govt.

APS   Govt.

APS n= 207   Government n= 41
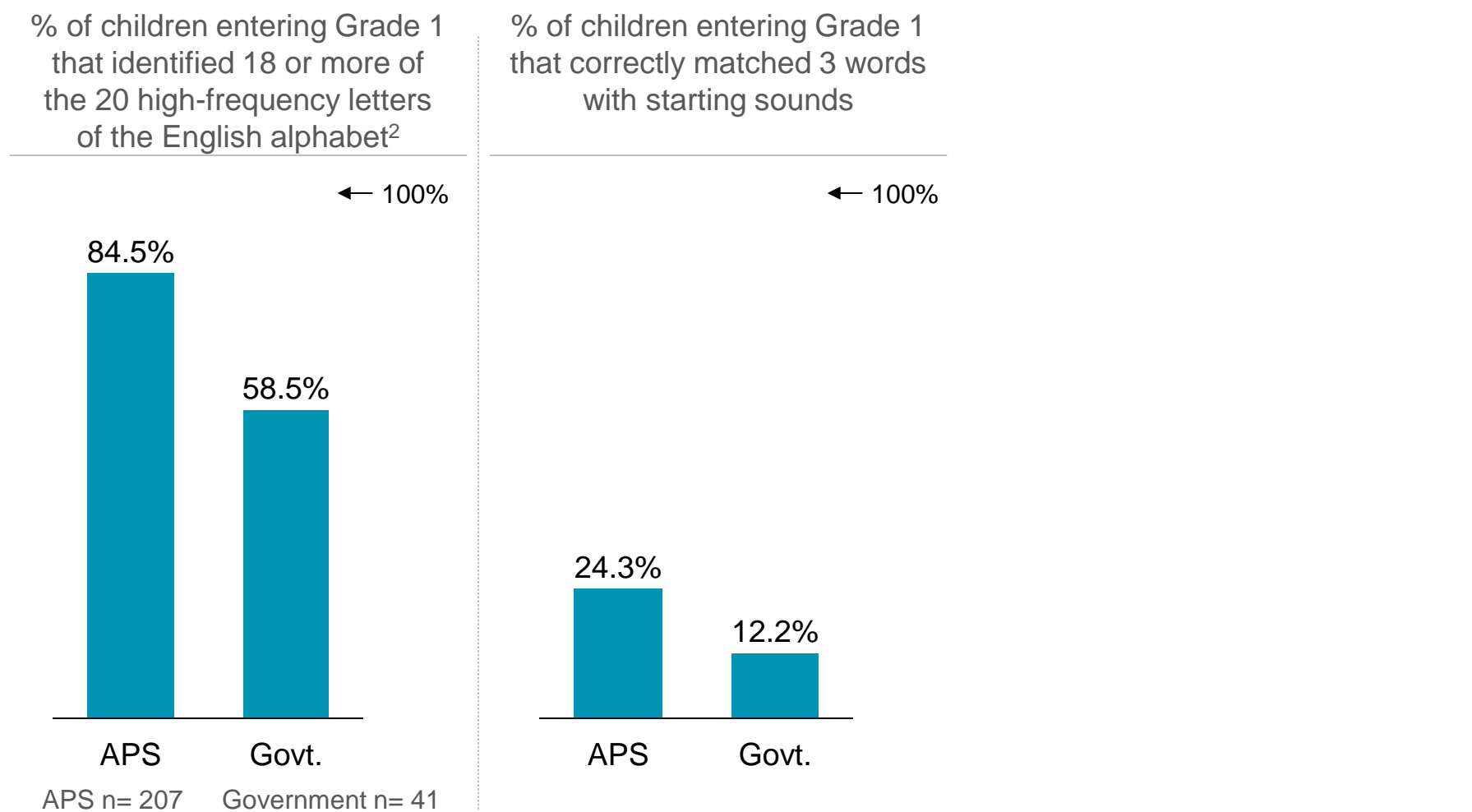
1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
2. The 20 most commonly occurring letters in English words

More than three fourths of the children entering Grade 1 did not have the necessary literacy skills

% of children entering Grade 1 that identified 18 or more of the 20 high-frequency letters of the English alphabet[2]

← 100%

84.5%

58.5%

APS   Govt.

APS n= 207   Government n= 41

% of children entering Grade 1 that correctly matched 3 words with starting sounds

← 100%

24.3%

12.2%

APS   Govt.

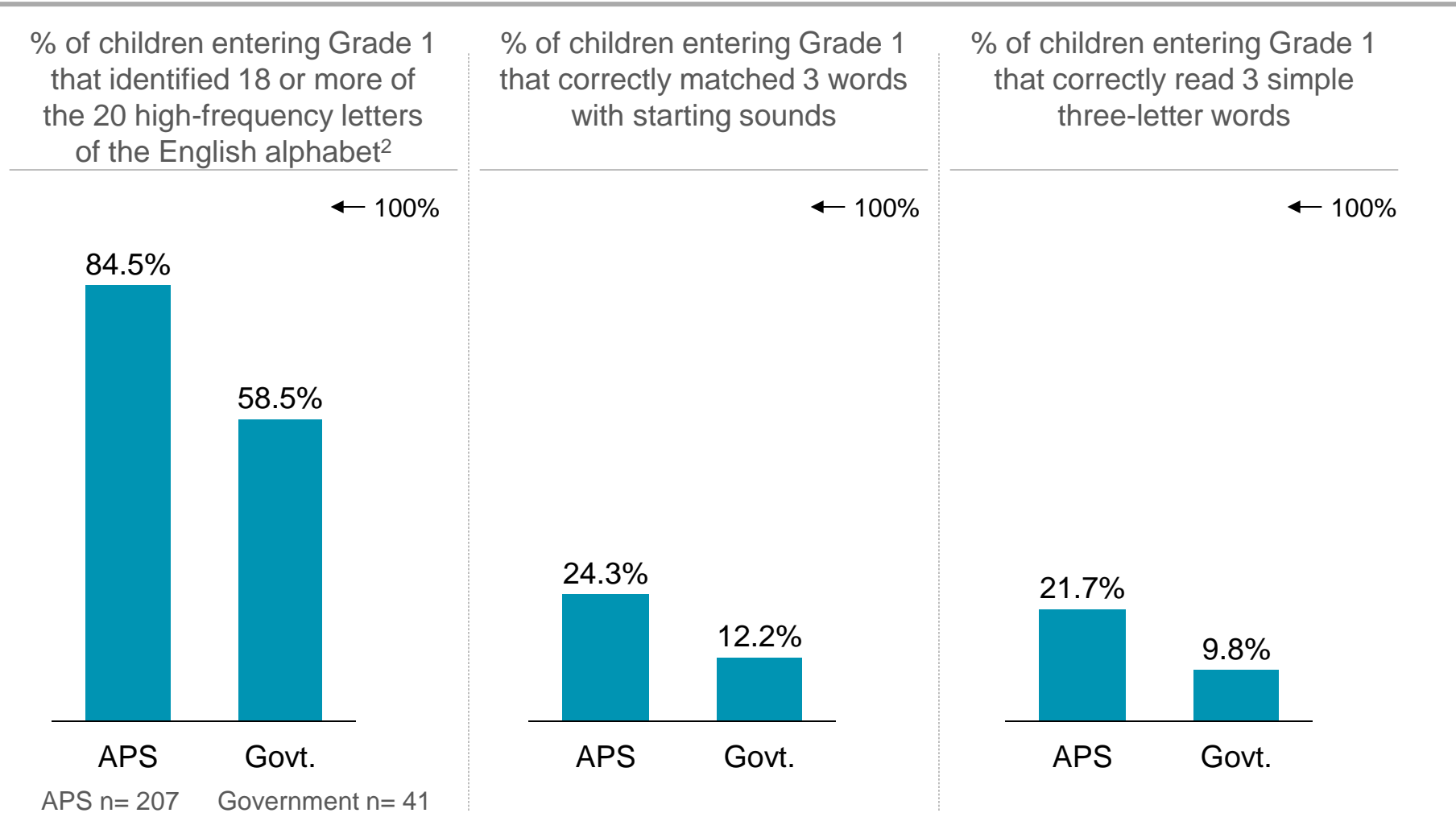% of children entering Grade 1 that correctly read 3 simple three-letter words
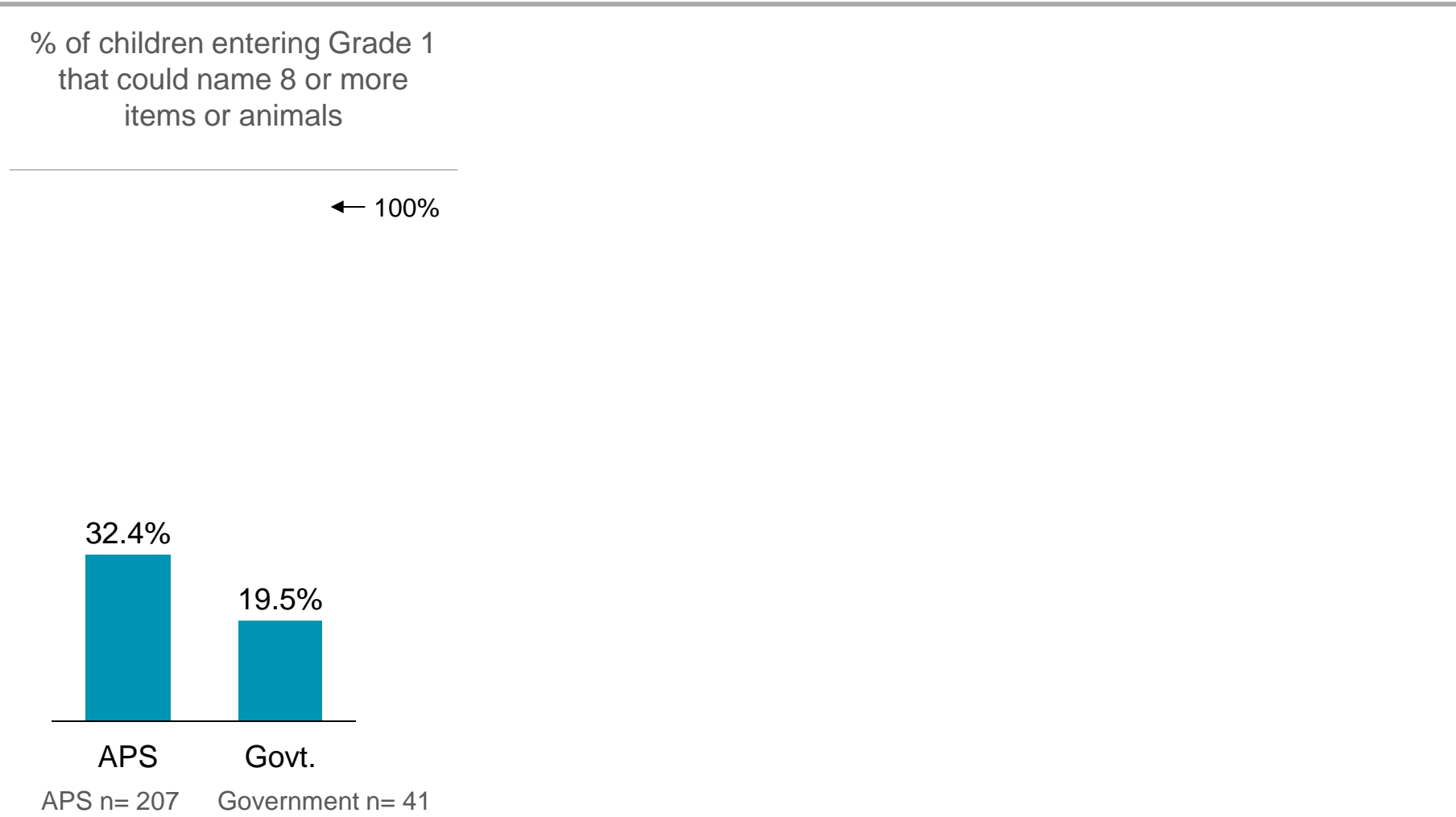
← 100%

21.7%

9.8%

APS   Govt.

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
2. The 20 most commonly occurring letters in English words

Less than a third of the children entering Grade 1 can list 8 or more items or animals

% of children entering Grade 1
that could name 8 or more
items or animals

← 100%

32.4%

19.5%

APS

Govt.

APS n= 207   Government n= 41

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
2. The sentence need not be grammatically correct, but must be made of only English words and be coherent

Few children entering Grade 1 can list 8 or more items or animals
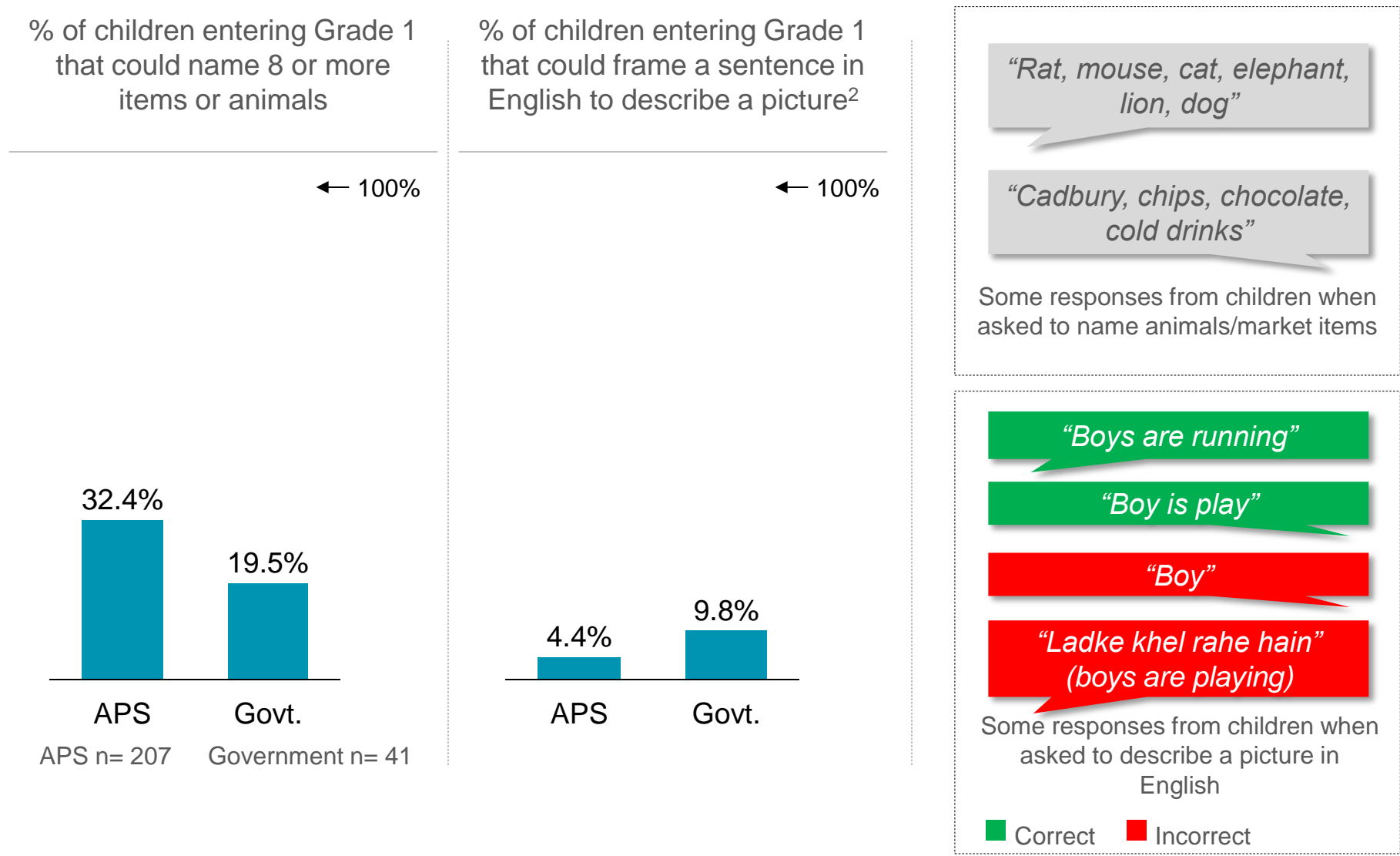
% of children entering Grade 1 that could name 8 or more items or animals

← 100%

32.4%

19.5%

APS   Govt.

APS n= 207   Government n= 41

% of children entering Grade 1 that could frame a sentence in English to describe a picture[2]

← 100%

4.4%

9.8%

APS   Govt.

"Rat, mouse, cat, elephant, lion, dog"

"Cadbury, chips, chocolate, cold drinks"

Some responses from children when asked to name animals/market items

"Boys are running"

"Boy is play"

"Boy"

"Ladke khel rahe hain" (boys are playing)

Some responses from children when asked to describe a picture in English

🟩 Correct   🟥 Incorrect

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available
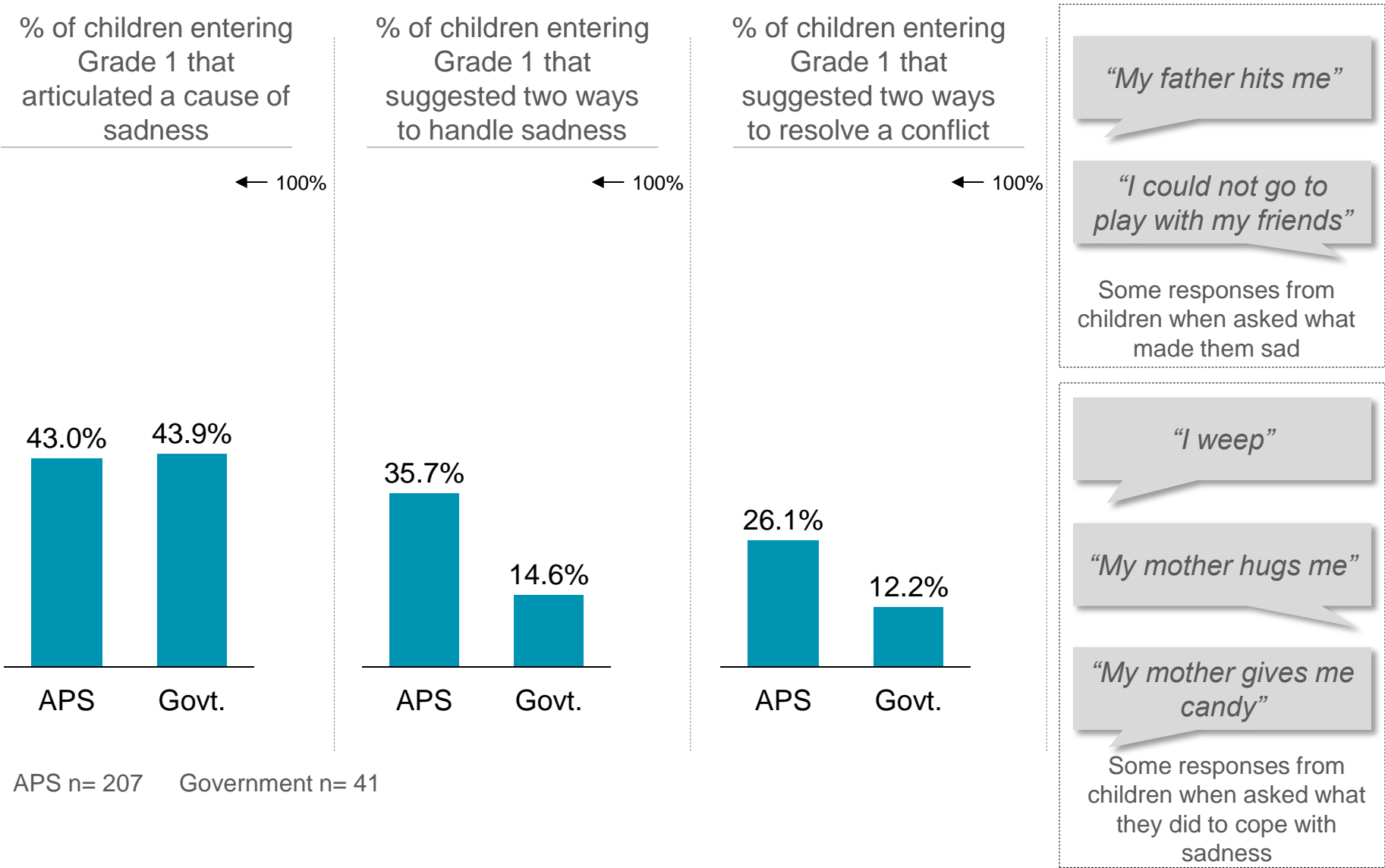2. The sentence need not be grammatically correct, but must be made of only English words and be coherent

Less than half of the children can identify a cause of sadness and even fewer can suggest approaches to dealing with it
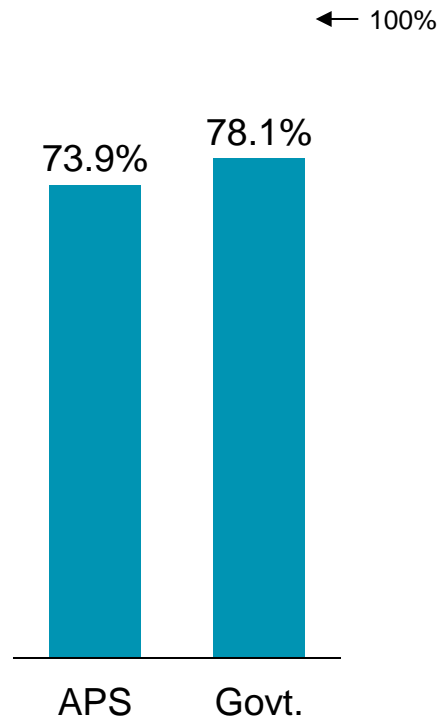
% of children entering Grade 1 that articulated a cause of sadness

← 100%

43.0%   43.9%

APS   Govt.

% of children entering Grade 1 that suggested two ways to handle sadness

← 100%

35.7%

14.6%

APS   Govt.

% of children entering Grade 1 that suggested two ways to resolve a conflict

← 100%

26.1%

12.2%

APS   Govt.

APS n= 207   Government n= 41

"My father hits me"

"I could not go to play with my friends"

Some responses from children when asked what made them sad

"I weep"

"My mother hugs me"

"My mother gives me candy"

Some responses from children when asked what they did to cope with sadness

Motor development is not a problem area for most children

% of children entering Grade 1 that could write their names

← 100%

79.7%

51.2%

APS   Govt.
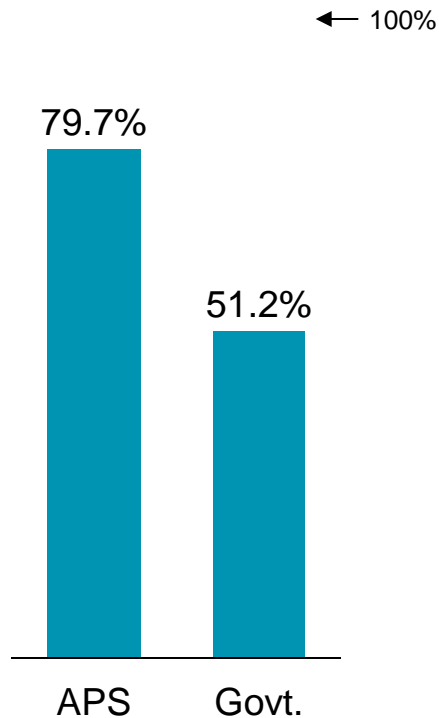
% of children entering Grade 1 that hopped 8 or more times on a single leg

← 100%

73.9%   78.1%

APS   Govt.

% of children entering Grade 1 that correctly copied a shape shown to them

94.7%   ← 100%

82.9%

APS   Govt.

APS n= 207   Government n= 41
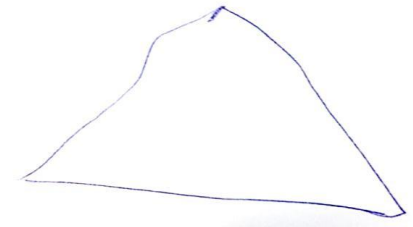
Shapes drawn by children when asked to copy a triangle

1. Mean age for APS Grade 1 sample: 5.83 years. Age data for many govt. school children was not available

Experts consulted for selecting and adapting assessment tool

Name	Designation and Organization
Abbie Raikes	Assistant Professor and Director of Global Early Childhood Development, University of Nebraska; Former Lead, Measuring Early Learning Quality & Outcomes project, UNICEF
Venita Kaul	Former Director, Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi
Nandita Jhaveri	Independent education consultant (former Principal, Saifee School, Mumbai)
Aisha Yousafzai	Associate Professor of Global Health, Harvard T. H. Chan School of Public Health, Harvard University
Nirmala Rao	Professor, Early Childhood Education and Development, Hong Kong University
Amanda Devercelli	Acting Global Lead, ECE, World Bank
Amber Gove	Director, Research, RTI International
Jayanti Tambe	Executive Director, Early Care and Education, University of California, Los Angeles
MS Tara	Former Regional Director, National Institute of Public Cooperation and Child Development
Vibha Krishnamurthy	Developmental Pediatrician and Founder, Ummeed Child Development Center

Our goal & our funders

FSG's Program to Improve Private Early Education (PIPE) aims to improve the quality of ECE for Low Income Households in urban India

- Central Square Foundation

- Children's Investment Fund Foundation (CIFF)

- Marshall Foundation

- Omidyar Network (ON)

- UBS Optimus

How can you engage with FSG?

- Please feel free to download and share our research www.fsg.org/pipe

- Please write to pipe@fsg.org
  - For volunteering or joining our small group knowledge sharing sessions
  - For connecting us to companies offering early learning products to APSs