



REIMAGINING SOCIAL CHANGE



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# Business Blueprint for APS Activity Based Learning solution providers (April 2024)

Program to Improve Private Early Education (PIPE)



# Glossary of terms (1/2)

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- **Affordable Private Schools (APSs):** Schools that charge fees up to INR 28,500 per annum, and typically provide education up to grade 10
- **Early Childhood Education (ECE):** The formal education a child receives between the ages two through five. Typically early childhood is considered to range from birth to age six, this narrower definition has been chosen to reflect the research's interest in the years when formal pre-primary education is typically provided in India
- **English-medium education:** Education where the language of instruction is English
- **Markers:** Indicators or signs that parents use to assess whether their child is learning
  - **Markers to test recall:** Questions used by parents to assess their children for content memorized using rote methods (e.g., asking the child to recite numbers)
  - **Markers to test concepts:** Questions used by parents to assess their children's conceptual understanding of any topic (e.g., asking the child to count items)
- **Preschooling/ Pre-primary classes:** All formal educational classes prior to first grade
- **Program to Improve Private Early Education (PIPE):** Program that aims to replace rote with activity based learning in all 300,000 APSs in India
- **Activity based learning (ABL):** Learning through structured play-based activities, games, and experiences that provide developmental benefits across the cognitive, physical, and socio-emotional domains
- **ABL solution provider:** Private companies providing ABL solutions including curriculum materials, teacher training and continuous support for proper implementation of the program
- **Partner:** Private companies that have partnered with PIPE and provide high-quality ABL solutions to APSs
- **Partner solutions:** Play/ activity based programs including curriculum materials and continuous support for proper implementation of the program, provided by PIPE partners

# Glossary of terms (2/2)

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- **PIPE teachers:** Teachers teaching in APSs served by PIPE partners
- **STARS:** Scoring Tool for Assessing Readiness at School to assess the impact of ABL in APSs
- **PIPE APSs:** APSs using PIPE partner solutions
- **Control APSs:** APSs using no external interventions
- **Full curriculum PIPE APSs:** PIPE APSs using full school curriculum
- **Single subject PIPE APSs:** PIPE APSs using single subject curriculum
- **1 year PIPE APSs:** APSs with partner solutions for 1 year
- **2 year PIPE APSs:** APSs with partner solutions for 2 years
- **3 year PIPE APSs:** APSs with partner solutions for 3 year
- **4 year PIPE APSs:** APSs with partner solutions for 4 years

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# A vast majority of families with low income send their children for early years' education to 'affordable private schools' (APS)

## Context

- In urban India, early years' education can be accessed at different types of schools (e.g., standalone preschools, government schools, aided schools, private unaided schools)
- 86% of urban families with low income<sup>1</sup> send their children for early years' education to 'affordable private schools' (APS)
- APSs typically provide education from nursery to grade 10 or 12, are not government-aided, trust-aided or trust-funded and charge all-inclusive fees less **than INR 2,376 per child per month** (i.e., including books, tuition fee, admission/ readmission fee, uniforms, and excluding transportation)
- The APS market consists of three primary stakeholders
  - **Parents** - Typically earn between **INR 9,000 – INR 25,000** (USD 112 to USD 312) a month<sup>2</sup> and spend a disproportionate amount of their income on private sector education. *Click to learn more about ['Parent Behaviors Regarding Preschool Education'](#)*
  - **Administrators** - APSs are predominantly run by individual business-persons who leverage an existing asset or infrastructure to set up these schools. *Click to learn more about ['Motivations Driving Affordable Private School Administrators'](#)*
  - **Teachers** - Most teachers have completed high school and earn between **INR 5,000 – INR 15,000** per month (depending on their experience)

1. Based on FSG research done on 4,300 families in 8 cities of urban India; 2. Source: IRS 2014. The actual reported average in the A3 class was INR 18,127 and INR 8,352 in the D1 class. However, as self-reported incomes tend to be lower than actual, we estimate INR 20,000 and INR 9,000 to be closer to the actual averages for A3 and D1 classes respectively

# Replacing rote<sup>1</sup> with activity based learning<sup>2</sup> in affordable private schools<sup>3</sup> could improve learning outcomes for ~50% of children

## ~50% of children in India are enrolled in affordable private schools

- 36% of children in rural India are in private schools<sup>4</sup>
- 86% of families with low income in urban India send their children to affordable private schools (APSS)<sup>5</sup>
- 54% of children in South Asia are enrolled in private schools for pre-primary education<sup>6</sup>

## Current learning outcomes are poor due to rote

- 35% of Grade 10 students can read at Grade 4 level<sup>7</sup>
- 78% of Grade 1 students can't read simple three-letter words<sup>8</sup>
- Most private preschools follow rote with no age appropriate activities<sup>9</sup>

## Adopting activity based learning in early years can provide the right educational foundation

- Poor learning outcomes in the early years leads to poor learning and life outcomes later<sup>10</sup>
- Children learn best using activity based learning (ABL) in the early years (ages 3-8)<sup>11</sup>
- Intervening in the early years gives the highest return on investments<sup>12</sup>

1. See example of a rote classroom [here](#); 2. Learning through structured play-based activities, games, and experiences; 3. Schools that typically charge fees under INR 2,376 per month, and offer classes from nursery to grade 10 or 12; 4. ASER Rural 'Young Children' (2018); 5. PIPE research based on 4400 interviews with low-income families (2015); 6. UNICEF 'A world ready to learn' (2019); 7. Education Initiatives research based on an assessment of 50,000 students in Gujarat, Maharashtra and Rajasthan (2013-14) across government schools and APSS; 8. PIPE research based on an assessment of 207 children commencing grade 1 in APSS (2016); 9. CECED, ASER, and UNICEF 'The India Early Childhood Education Impact Study (2017); PIPE research; 10. S Lockhart, Play: An Important Tool for Cognitive Development (2010); 11. M. Hohmann, D.P. Weikart, 'Educating Young Children: Active Learning Practices for Preschool and Child Care Programs' (1999); 12. J Heckman and D. Masterov, The Productivity Argument for Investing in Young Children (2004)



# There is a business opportunity for ABL providers to serve the growing Indian APS market

## Large and growing APS market

- 300,000+ APSs in India (FSG estimates)
- Steady increase in private school enrollments<sup>1</sup>



## APSs have the potential to invest in solutions

- 80%+<sup>2</sup> APSs are making an operational surplus

## APSs invest in solutions that appeal to parents

- The market is highly competitive with 30-40 APSs in a 2-km radius<sup>2</sup>
- APSs are keen to invest to differentiate them in the competitive micro-market



# Barriers to adoption of ABL are lack of demand and low willingness to serve the APS market

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## **APS administrators, teachers and parents are not demanding ABL**

- Limited awareness of poor learning outcomes in children
- Limited awareness on the benefits of ABL
- Parents are largely satisfied with current rote memorization method of learning




## **Solution providers<sup>1</sup> find it hard to sell in the APS market**

- Unclear business model to acquire and sell to APSs
- Fragmented market
- Unclear proposition for APS customers
- Lack of quality standards/ robust tools to assess quality

1. Solution providers are existing private companies currently providing ABL solutions including curriculum materials, teacher training and ongoing support to mid and high income schools.

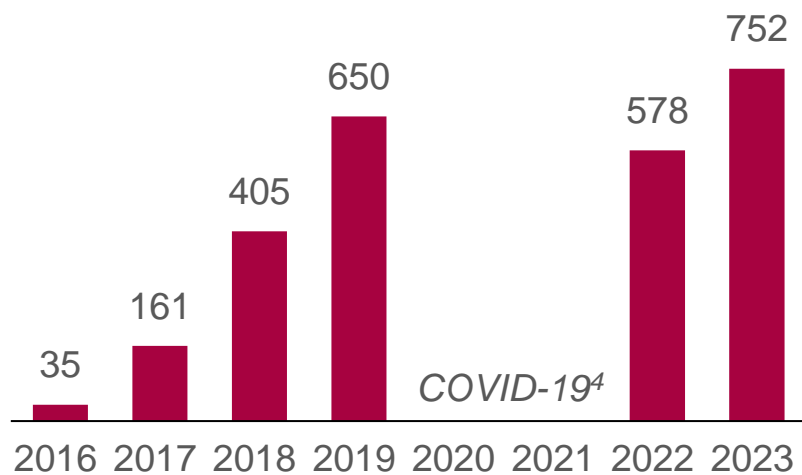


# Leveraging existing motivations, solution providers must convince stakeholders that children learn better through ABL

	Motivations	Target understanding	Target actions
 <b>Administrator</b>	<ul style="list-style-type: none"> <li>Financially motivated                             <ul style="list-style-type: none"> <li>– APS is primary source of income</li> </ul> </li> <li>High parent satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>ABL solutions can be used to differentiate school</li> <li>Parents can be convinced to value conceptual learning</li> <li>ABL solutions, if implemented well, can lead to increased enrollments</li> </ul>	<ul style="list-style-type: none"> <li>Invests in ABL solution and delivery</li> <li>Advertises ABL solution's improved learning outcomes</li> <li>Monitors classroom implementation to ensure correct delivery</li> </ul>
 <b>Teacher</b>	<ul style="list-style-type: none"> <li>Improved student learning outcomes</li> <li>Meet parent and administrator expectations</li> <li>Not keen to add more to her busy work day</li> </ul>	<ul style="list-style-type: none"> <li>Rote approach leads to poor outcomes</li> <li>Activity-based learning leads to good outcomes</li> <li>Parents and administrators value conceptual and not rote learning</li> <li>Kids learn quicker through ABL</li> <li>ABL is not too much more effort</li> </ul>	<ul style="list-style-type: none"> <li>Delivers ABL effectively</li> <li>Assesses conceptual understanding</li> <li>Addresses parent concerns on new approach</li> </ul>
 <b>Parent</b>	<ul style="list-style-type: none"> <li>Improved student learning outcomes</li> <li>Wants to access best education they can afford and willing to invest in private school education</li> </ul>	<ul style="list-style-type: none"> <li>Rote approach leads to poor outcomes</li> <li>Conceptual understanding leads to good learning outcomes</li> <li>ABL is the right approach for the child</li> <li>Schools should adopt activity-based curriculum to help children learn</li> </ul>	<ul style="list-style-type: none"> <li>Checks for conceptual understanding</li> <li>Demands activity-based learning (and/ or ABL solution provider)</li> </ul>
<b>Engaging, child-centric classroom designed for activity-based learning</b>			

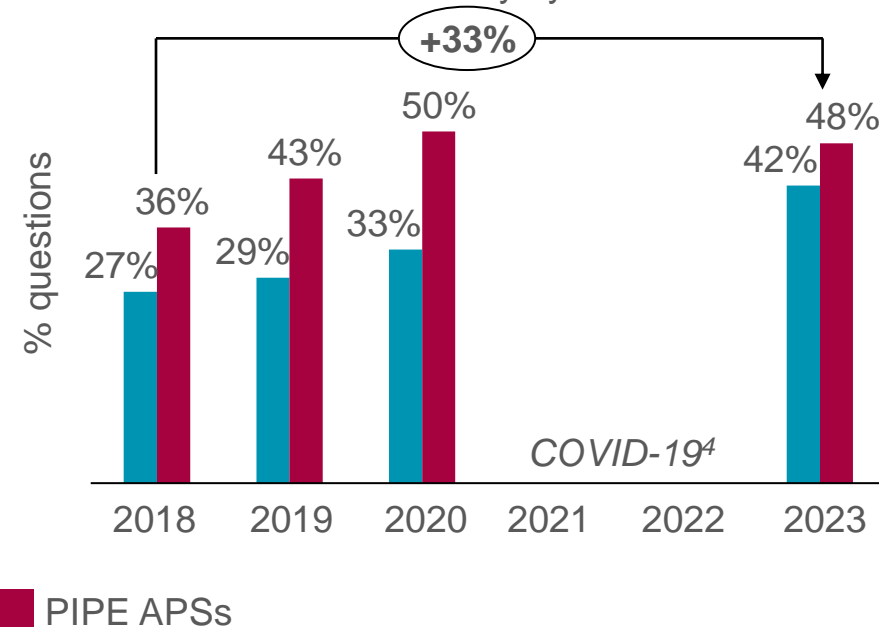
# In 8 years, 4+ ABL solution providers scaled to 750+ APSs, and delivered 33% better learning outcomes compared to control APSs

## # of APSs using PIPE partner solutions<sup>1</sup>



## Impact to date (33% improvement since 2018)<sup>2</sup>

Questions<sup>3</sup> answered correctly by Sr. KG children



Control APSs PIPE APSs

PIPE partner APSs are present in 8+ cities including Ahmedabad, Bangalore, Chennai, Coimbatore, Delhi, Hyderabad, Mangalore, Mumbai, and Mysore

1. Based on data collected from partners; 2. Assessed using the STARS tool. Sample sizes: 2018 (190 children in 38 PIPE APSs and 100 children in 20 control APSs), 2019 (636 children in 106 PIPE APSs and 168 children in 28 control APSs), 2020 (492 children in 116 PIPE APSs and 210 children in 35 control APSs), 2023 (378 children in 63 PIPE APSs and 204 children in 34 control APSs); 3. Represent 4 questions that were assessed from 2018-2023 – a. Can you read the word 'PIN'? b. Can you identify the largest number from a group of numbers? c. Can you count and give 12 sticks out of 20? d. Can you name any 6 animals?; 4. During AY 2020-21 and 2021-22, due to COVID-induced school shutdown, only remote learning products were offered by the partners to APSs. Hence, PIPE team was unable to verify children's extent of engagement with these products, or conduct impact assessments

# This document provides best practices and a financial model for ABL solution providers to profitably scale the Indian APS market

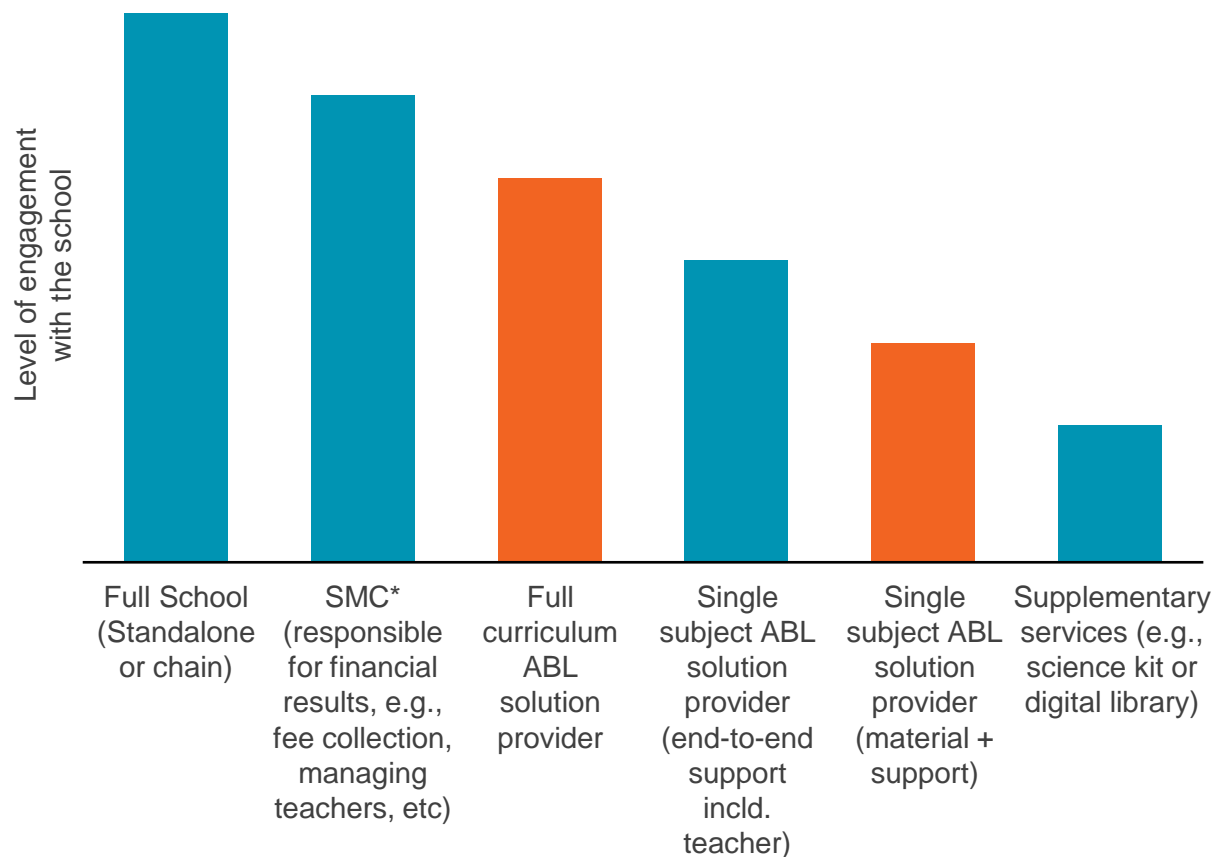
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## Objectives of this document

- Outline and detail key business best practices across 4 business functions of a typical ABL solution provider in the Indian APS market
- Provide a financial model for an ABL solution provider serving in the Indian APS market, which can be used by interested stakeholders such as investors, solution providers, funders etc.

# This document is most useful for two specific types of solution providers

## Curriculum solution providers



Focus of this document

## Non-curriculum solution providers

Provide solutions outside core teaching, such as:

- ERP solutions (e.g., ReportBee, SchoolMitra)
- School financing (e.g., Varthana, ISFC)
- Infrastructure solutions (e.g., Vinyas)

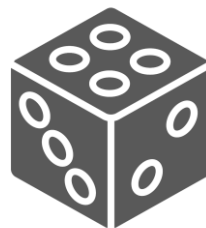
*These solution providers have been treated as analogues for the purpose of our work*

# Illustration: Services offered by a full curriculum or single subject ABL solution provider

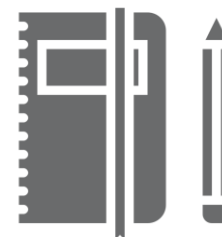
## Curriculum and material<sup>1</sup>



Play-based curriculum



Teaching Learning Materials (TLMs)



Child kits

## Ongoing support<sup>1</sup>



In-person and remote teacher support



Parent engagement



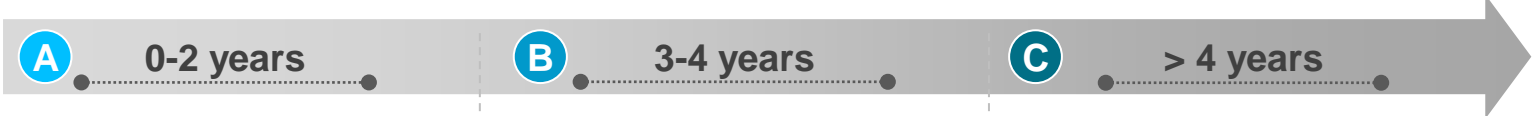
Administrator engagement

Full-school solution providers typically charge between INR 1,500 and INR 2,000 per child per year  
Single-subject solution providers typically charge between INR 500 and INR 1,000 per child per year

1. Actual curriculum, materials and support vary by solution provider

# There is an opportunity for more ABL solution providers to build a profitable business

## Roadmap for ABL solution providers

Years in business			
	<b>A</b> 0-2 years	<b>B</b> 3-4 years	<b>C</b> > 4 years
Stages	Viable at APS level	Break-even	Profitable
Description	<ul style="list-style-type: none"> <li>Recover cost of materials and delivery</li> </ul>	<ul style="list-style-type: none"> <li>Recover cost of materials, delivery and sales</li> </ul>	<ul style="list-style-type: none"> <li>Recover cost of materials, delivery, sales and corporate overheads</li> </ul>
Investments	<ul style="list-style-type: none"> <li>Shared/ part-time sales team</li> <li>Shared/ part-time delivery team</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated sales team</li> <li>Dedicated delivery team</li> <li>Modified product</li> </ul>	<ul style="list-style-type: none"> <li>Branding push</li> <li>Cross-sell products (home toy kits)</li> </ul>
Stage-wise milestones <sup>1</sup>	<ul style="list-style-type: none"> <li># APS: 40</li> <li>Gross Margin<sup>2</sup>: (-9)%</li> <li>Learning outcome scores: 40%</li> <li>Brand recall (parent): 5%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 150</li> <li>Gross Margin<sup>2</sup>: 23%</li> <li>Learning outcome scores: 50%</li> <li>Brand recall (parent): 12%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 250</li> <li>Gross Margin<sup>2</sup>: 33%</li> <li>Learning outcome scores: 60%</li> <li>Brand recall (parent): 20%</li> </ul>

1. These numbers are based on a hypothetical business model which can be accessed here (Double click to open in normal view) -> 

2. Gross margin is calculated by subtracting cost of materials, delivery and sales from total revenue



# 26 best practices across 4 business functions can support ABL providers to profitably scale the Indian APS market

Roadmap for an ABL solution provider in the Indian APS market			
	Viable at APS level	Break-even	Profitable
<b>Stage-wise milestones<sup>1</sup></b>	<ul style="list-style-type: none"> <li># APS: 40</li> <li>Gross Margin: (-9)%</li> <li>Learning outcome scores: 40%</li> <li>Brand recall (parent): 5%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 150</li> <li>Gross Margin: 23%</li> <li>Learning outcome scores: 50%</li> <li>Brand recall (parent): 12%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 250</li> <li>Gross Margin: 33%</li> <li>Learning outcome scores: 60%</li> <li>Brand recall (parent): 20%</li> </ul>
<b>Sales</b>	<ul style="list-style-type: none"> <li>Sales team on-boarding</li> <li>Codified sales pitch</li> <li>Per-student pricing structure</li> <li>Payment collection</li> </ul>	<ul style="list-style-type: none"> <li>Incentive structure</li> <li>Marketing videos</li> <li>Sales tracking process</li> </ul>	<ul style="list-style-type: none"> <li>Lead generation</li> </ul>
<b>Product</b>	<ul style="list-style-type: none"> <li>Curriculum for 3 grades</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 5 grades</li> <li>Prescriptive lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 6+ grades</li> <li>Digitized lesson plans</li> <li>Home toy kits</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Hands-on teacher training</li> <li>Parent orientation session</li> <li>Administrator orientation sessions</li> <li>Remote teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Children learning exhibition</li> <li>Periodic school visits</li> <li>Mid-year parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>Remote on-going parent engagement</li> </ul>
<b>Management</b>		<ul style="list-style-type: none"> <li>Well-defined organization structure</li> <li>Employee performance management</li> </ul>	<ul style="list-style-type: none"> <li>Management team meetings</li> <li>KPI dashboards</li> </ul>

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# There are 8 best practices within Sales that can support ABL providers

Roadmap for an ABL solution provider in the Indian APS market			
	Viable at APS level	Break-even	Profitable
Stage-wise milestones <sup>1</sup>	<ul style="list-style-type: none"> <li># APS: 40</li> <li>Gross Margin: (-9)%</li> <li>Learning outcome scores: 40%</li> <li>Brand recall (parent): 5%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 150</li> <li>Gross Margin: 23%</li> <li>Learning outcome scores: 50%</li> <li>Brand recall (parent): 12%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 250</li> <li>Gross Margin: 33%</li> <li>Learning outcome scores: 60%</li> <li>Brand recall (parent): 20%</li> </ul>
Sales	<ul style="list-style-type: none"> <li><b>S1</b> Sales team on-boarding</li> <li><b>S2</b> Codified sales pitch</li> <li><b>S3</b> Per-student pricing structure</li> <li><b>S4</b> Payment collection</li> </ul>	<ul style="list-style-type: none"> <li><b>S5</b> Incentive structure</li> <li><b>S6</b> Marketing videos</li> <li><b>S7</b> Sales tracking process</li> </ul>	<ul style="list-style-type: none"> <li><b>S8</b> Lead generation</li> </ul>
Product	<ul style="list-style-type: none"> <li>Curriculum for 3 grades</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 5 grades</li> <li>Prescriptive lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 6+ grades</li> <li>Digitized lesson plans</li> <li>Home toy kits</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>Hands-on teacher training</li> <li>Parent orientation session</li> <li>Administrator orientation sessions</li> <li>Remote teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Children learning exhibition</li> <li>Periodic school visits</li> <li>Mid-year parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>Remote on-going parent engagement</li> </ul>
Management		<ul style="list-style-type: none"> <li>Well-defined organization structure</li> <li>Employee performance management</li> </ul>	<ul style="list-style-type: none"> <li>Management team meetings</li> <li>KPI dashboards</li> </ul>



# Guidelines to effectively onboard sales executives (1/2)

Key elements	Do's	Don'ts
Ownership	<ul style="list-style-type: none"> <li>Designate senior member from sales team to lead the training sessions, including soliciting relevant inputs from other teams (e.g. product team to provide 20 minutes of product description)</li> </ul>	<ul style="list-style-type: none"> <li>Designate product or implementation team to design or deliver the training sessions</li> </ul>
Duration and content	<ul style="list-style-type: none"> <li>Conduct 2-3 days of training workshops<sup>1</sup> <ul style="list-style-type: none"> <li>Key content for Day 1:               <ul style="list-style-type: none"> <li>Detailed overview of APS market segment (1.5 hours)</li> <li>Employee performance goals and KRAs (1 hour)</li> </ul> </li> <li>Key content for Day 2:               <ul style="list-style-type: none"> <li>Brief product description (20 mins)</li> <li>Product demonstration (1 hour)</li> <li><a href="#">Video of ideal sales pitch</a> including value proposition (1 hour)</li> </ul> </li> <li>Key content for Day 3:               <ul style="list-style-type: none"> <li>Overview of pricing and discounts (1 hour)</li> <li>Mock sales pitch (2.5 hours)</li> </ul> </li> </ul> </li> <li>After initial training, employees should           <ul style="list-style-type: none"> <li>Regularly present mock sales pitches for 3-4 days</li> <li>Shadow sales visits for the next 3-4 days and then be supervised on their sales visit for the next 3-4 days</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Spend more than 4 days on training</li> <li>Spend more than 30 mins on product description</li> <li>Expect employees to deliver sales pitch without mock practice</li> <li>Expect employees to conduct sales visits without shadowing sales visits</li> </ul>

1. Refer to the subsequent slides for a more detailed training agenda



# Guidelines to effectively onboard sales executives (2/2)

Key elements	Do's	Don'ts
Target and incentives <sup>1</sup>	<ul style="list-style-type: none"><li>• Share target with interim deadlines as soon as possible (e.g. conduct 50 sales visit by 15<sup>th</sup> December)</li><li>• Explain the target explicitly (e.g. receive 1st installments worth INR 20,000 from 30 school by 15<sup>th</sup> January)</li><li>• Clearly define the incentive structure (e.g. 100% incentive for meeting 120% of targets)</li><li>• Provide a target sheet that is mutually agreed upon to track progress</li></ul>	<ul style="list-style-type: none"><li>• Share high-level target right before expected deadline</li><li>• Share targets without description/ explanations</li><li>• Share vaguely defined incentive structure without any clarity on incentives and target</li><li>• Maintain no tracking mechanism to track sales progress at interim periods</li></ul>
Ongoing support post initial training	<ul style="list-style-type: none"><li>• Record video of the employees' sales pitch</li><li>• Compare the recorded sales pitch with the ideal sales pitch video</li><li>• Follow up with shadowing of salespersons on the field, and provide detailed feedback on their pitch</li><li>• In addition to initial training, conduct refresher mock sales pitches every 3 months (i.e. ask employees to record sales pitches and share with sales manager/ sales head for feedback)</li></ul>	<ul style="list-style-type: none"><li>• Delay reviewing mock sales pitch as employees are not available/ co-located</li><li>• Give abstract feedback for improvement (e.g. use less jargon)</li><li>• Maintain no tracking mechanism to help employees improve sales pitch post initial training session</li></ul>

1. Refer to the next slide for guidelines on building an incentive structure



# Illustrative sales on-boarding training agenda (1/2)

Day	Agenda	Description	Time
Day 1	Informal introduction <sup>1</sup>	<ul style="list-style-type: none"> <li>Introduce employee to other teams and office members and show around the office</li> </ul>	9 am – 10 am
	Administrative formalities (Part 1) <sup>1</sup>	<ul style="list-style-type: none"> <li>Employee to complete administrative formalities (e.g. receiving laptop, filling forms and submitting relevant documents)</li> </ul>	10 am – 12 pm
	Formal introduction to firm and policies (Part 1) <sup>1</sup>	<ul style="list-style-type: none"> <li>Show presentation about the organization (e.g. origin, goal, future plan, departments, physical offices)</li> </ul>	12 pm – 1 pm
	Lunch	<ul style="list-style-type: none"> <li>NA</li> </ul>	1 pm – 2 pm
	Detailed overview of APS market	<ul style="list-style-type: none"> <li>Share details about the APS market including description, size and potential, key features, differences from other markets, relevance for the company</li> </ul>	2 pm – 3:30 pm
	Employee performance goals and KRAs	<ul style="list-style-type: none"> <li>Share detailed performance goals with interim timelines and clearly defined incentives</li> </ul>	3:30 pm – 4:30 pm
	Buffer	<ul style="list-style-type: none"> <li>NA</li> </ul>	4:30 pm – 5 pm
Day 2	Administrative formalities (Part 2) <sup>1</sup>	<ul style="list-style-type: none"> <li>Employee to complete administrative formalities (e.g. getting laptop, filling forms and submitting relevant documents)</li> </ul>	9 am – 10 am
	Brief product description	<ul style="list-style-type: none"> <li>Academic team to give brief overview and description of product</li> </ul>	10 am – 10:45 am
	Break	<ul style="list-style-type: none"> <li>NA</li> </ul>	10:45 am – 11 am

1. For new employers only; remaining session can be attended by old and new sales executives





## Illustrative sales on-boarding training agenda (2/2)

Day	Agenda	Description	Time
Day 2	Product demonstration	<ul style="list-style-type: none"> <li>Academic team to demonstrate use of 2 relevant and simple products which team can use during sales pitch</li> </ul>	11 am – 12 pm
	Lunch	<ul style="list-style-type: none"> <li>NA</li> </ul>	12 pm – 1 pm
	Ideal sales pitch	<ul style="list-style-type: none"> <li>Show video of ideal sales pitch and discuss the key points to be covered and the flow of the pitch</li> </ul>	1 pm – 2 pm
	Q and A session	<ul style="list-style-type: none"> <li>Sales team to answer any questions the employees may have</li> </ul>	2 pm – 3 pm
	Introduction to firm and policies (Pt 2) <sup>1</sup>	<ul style="list-style-type: none"> <li>Show presentation about the organization (e.g. origin, goal, future plan, departments, physical offices)</li> </ul>	3 pm – 4:30 pm
	Buffer		4:30 pm – 5 pm
Day 3	Product pricing and discounts	<ul style="list-style-type: none"> <li>Share details regarding product pricing and discounts</li> </ul>	9 am – 10 am
	Recap of ideal sales pitch	<ul style="list-style-type: none"> <li>Show video of ideal sales pitch and discuss the key points to be covered and the flow of the pitch</li> </ul>	10 am – 11 am
	Individually prepare sales pitch	<ul style="list-style-type: none"> <li>Each employee to individually prepare and practice sales pitch based on the video, product demonstration and pricing shared</li> </ul>	11 am – 1 pm
	Lunch	<ul style="list-style-type: none"> <li>NA</li> </ul>	1 pm – 2 pm
	Conduct mock sales pitch	<ul style="list-style-type: none"> <li>Each employee to present mock pitch to sales manager/ head and get personalized feedback following the pitch</li> </ul>	2 pm – 3:30 pm
	Share feedback	<ul style="list-style-type: none"> <li>Sales manager/ head to share overall feedback</li> </ul>	3:30 pm – 4 pm
	Conduct mock sales pitch	<ul style="list-style-type: none"> <li>Each employee to present updated mock pitch based on feedback</li> </ul>	4 pm – 5 pm

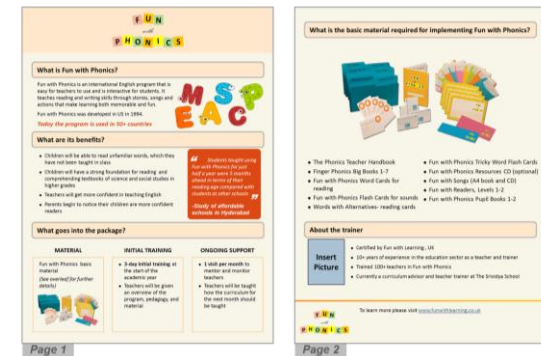
# Guidelines to structure a good first sales pitch

## Flow of the session

- Identify need:** Begin pitch by getting the administrator to acknowledge the need or gap which the ABL solution fills (e.g., “I have seen that students in this neighborhood struggle to read English, even in higher classes. Why do you think this is the case?”)
- Address the need:** Share 2-3 value propositions that resonate with administrators (e.g., “This product will help first generation students read unfamiliar three-letter words. If they learn how to read well in preprimary, they will do well in higher classes as well”)
- Illustrate the benefits of the solution:** Give an example/demo to explain the effectiveness of a TLM and share a classroom video to showcase difference in learning (*For a sample sales video illustrating a solution, click [here](#)*)
- Explain books, TLMs and support offered:** Showcase tangible aspects (e.g., TLMs, homework sheets) and support aspects (e.g., teacher training visits, regular monitoring)
- Set up time for demo to be conducted for teachers:** Get a date to conduct a product demo for teachers

## Sample collateral

Click on the images below to see full-sized versions



**Illustration:** Questions frequently asked by owners after a sales pitch

- “Will this program work at my school, where teachers are not as competent?”
  - Owners often point out that their teachers are not graduates, or not proficient in English which would make it difficult to implement the program
- “What if my teachers leave in the middle of the program?”
  - APS owners face a high rate of teacher attrition, and so are worried about investing money on training them
- “What if my parents are not comfortable with this programme?”
  - APS owner writing, often
- “Can you guarantee...”
  - APSs owners
  - If APS owners (i.e., their own)
- “Could you provide components...”
  - APS owner often enquire

School Engagement Calendar													
Activity	2017												2018
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Teacher Training & Observation		Initial teacher training		Session #1		Follow-up training #1		Session #2		Follow-up training #2		Session #3	
Student Assessment													End year assessment
Parent Engagement													
Principal / Owner Engagement													
Continuous Support													

# In a sales pitch, use messages that resonate with APS administrators (1/2)

## Need to differentiate in the micro-market

- Necessity to differentiate in the competitive environment in which most APSs operate
- Importance of improvements in **spoken English and Math** as market differentiators for the school
- Potential branding benefits offered by the solution provider (i.e., the opportunity to associate itself with the solution provider's brand)
- Use of the solution in 'elite' schools and examples of mid and high-end schools the administrator would appreciate

## Activity-based learning

- Benefits of **activity-based learning**, and the inadequacy of rote-learning, particularly in the pre-primary years
- Benefits of adopting activity-based practices similar to those in 'elite' schools or pre-school chains, which were previously inaccessible or unaffordable

## Importance of the pre-primary years

- Importance of 'good' ECE in order to ensure **better academic results** in the future
- Lack of focus on ECE amongst most schools and NGOs<sup>1</sup>

## Solutions 'tailored' for the APS market

- Many products in the market are not suitable for the APS segment
- The need for solutions that account for the APS's
  - Teachers' skills and qualifications
  - Parents' backgrounds
  - Infrastructure limitations

# In a sales pitch, use messages that resonate with APS administrators (2/2)

## Comprehensive solution

- Value of a **comprehensive solution** that not only provides material, but also provides the school with the support required for effective implementation (e.g., teacher training, assessments)
- Administrators value structured solutions that enhance the impact of the good practices that they may already be implementing in an ad-hoc manner (e.g., schools that may already be using some TLMs<sup>1</sup> to teach math value a structured curriculum that links the TLMs and activities to math concepts in the syllabus)

## Strong follow-up and support

- Importance of **sufficient follow-up and support for teachers**, to ensure successful implementation of any solution
  - With solutions that have limited follow-up trainings (e.g., one follow-up training in a year), some administrators expressed concerns<sup>2</sup> about whether teachers will be able to implement properly
- **Address administrator's concerns about follow-through** on the commitments of post-sales support
  - Administrators have had poor experiences in the past where a provider has not delivered on the commitment of post-sales support, so they saw value in PIPE's plan to monitor impact and implementation<sup>2</sup> as added assurance that the partner will implement the intervention properly



# Take relevant collaterals while pitching

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- **Engagement calendar**, which details the extent of after-sales support that the solution provider would give through the year
- **Marketing brochure**, that highlights benefits of the solution, such as “improvement in Math and spoken English skills”
- **Testimonials of APS administrators and parents**, which bring out the benefits of the solution in terms of improved student learning outcomes, and improvement in enrolment for the APS
- **Sample TLMs and student kit**, as administrators often ask to look at the tangible elements of the solution, and see whether they would be appealing to parents
  - A demo of an activity using the sample TLMs can be very impactful in explaining the pedagogy
- **Marketing video**, which shows the solution being implemented in an APS and highlights how the solution’s activity-based learning approach is different from a rote approach<sup>1</sup>

1. This is a recommendation for the next stage i.e., “Break-Even”. For further details refer to the best practice S5 on “Marketing Videos”

# Illustration: Engagement calendar to be handed-out as collateral while pitching



## School Engagement Calendar

	2017									2018		
Activity	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Teacher Training & Observation		Initial teacher training		Session #1	Follow-up training #1		Session #2	Follow-up training #2			Session #3	
Parent Engagement				Initial Orientation			PTM				Showcase Session	
Principal / administrator Engagement	Contract signed	TLMs and child kits delivered	Initial orientation	Feedback visit	Model school visit (optional)	Feedback visit		Feedback call		Feedback call	Session to showcase student learning	
Continuous Support	Phone and WhatsApp support on an as-needed basis											



# Illustration: Marketing brochure for an English language provider



## What is Fun with Phonics?

Fun with Phonics is an international English program that is easy for teachers to use and is interactive for students. It teaches reading and writing skills through stories, songs and actions that make learning both memorable and fun.

Fun with Phonics was developed in US in 1994.

*Today the program is used in 50+ countries*



## What are its benefits?

- Children will be able to read unfamiliar words, which they have not been taught in class
- Children will have a strong foundation for reading and comprehending textbooks of science and social studies in higher grades
- Teachers will get more confident in teaching English
- Parents begin to notice their children are more confident readers

*“ Students taught using Fun with Phonics for just half a year were 5 months ahead in terms of their reading age compared with students at other schools ”*

*-Study of affordable schools in Hyderabad*

## What goes into the package?

### MATERIAL

Fun with Phonics basic material  
(See overleaf for further details)



### INITIAL TRAINING

- 3-day initial training at the start of the academic year
- Teachers will be given an overview of the program, pedagogy, and material

### ONGOING SUPPORT

- 1 visit per month to mentor and monitor teachers
- Teachers will be taught how the curriculum for the next month should be taught

## What is the basic material required for implementing Fun with Phonics?



- The Phonics Teacher Handbook
- Finger Phonics Big Books 1-7
- Fun with Phonics Word Cards for reading
- Fun with Phonics Flash Cards for sounds
- Words with Alternatives- reading cards
- Fun with Phonics Tricky Word Flash Cards
- Fun with Phonics Resources CD (optional)
- Fun with Songs (A4 book and CD)
- Fun with Readers, Levels 1-2
- Fun with Phonics Pupil Books 1-2

## About the trainer

### Insert Picture

- Certified by Fun with Learning, UK
- 10+ years of experience in the education sector as a teacher and trainer
- Trained 100+ teachers in Fun with Phonics
- Currently a curriculum advisor and teacher trainer at The Srividya School



To learn more please visit [www.funwithlearning.co.uk](http://www.funwithlearning.co.uk)

# Tips to avoid common errors made while pitching to APS administrators

## Common errors made by solution providers while pitching to APS administrators

- Pitch is not conversational, and often a monologue by the salesperson
- Need identification is not done
- Lack a clear description of the product and its value proposition
- Use of too much jargon which administrators are usually unable to understand or relate with
  - e.g., “Our solution uses the LSRW approach to teaching English”, “We provide tactile finger reading books which cater to kinaesthetic learners”
- Responses to questions or concerns raised by administrators are vague
- Focus on points that do not resonate with APS administrators, such as:
  - Theory of child development (e.g., importance of fine motor skills)
  - Techniques and process used in designing products
  - Long heritage of R&D at the organization

Click [here](#) for an illustration of a pitch with these common errors

## Tips for making an effective pitch

- Make the pitch conversational
- Begin pitch by getting the administrator to acknowledge the need or gap which the solution fills
- Provide a simple explanation of the solution and support offered
- Have 2-3 key points of the value proposition form the crux of the pitch. Focus on points that resonate with administrators
- Give an example/ demo to explain the effectiveness of solution
- Clearly explain any technical terms used in the pitch
- Line-up the next meeting with the administrator
- Showcase tangible aspects of the solution (e.g., TLMs, homework sheets, assessments)

Click [here](#) for an illustration of an effective pitch

## Illustration: Questions frequently asked by administrators after a sales pitch

- **“Will this solution work at my school, where teachers are not as competent?”**
  - Administrators often point out that their teachers are not graduates, or not proficient in English which would make it difficult to implement the solution
- **“What if my teachers leave in the middle of the year?”**
  - APS administrators face a high rate of teacher attrition, and so are worried about investing money on training them
- **“What if my parents are not comfortable with this solution?”**
  - APS administrators have seen that solutions which involve lesser home-work, or reduced emphasis on writing, often meet with resistance from parents
- **“Can you guarantee me exclusivity with this solution in this area?”**
  - APSs operate in a highly competitive micro-market, and would like to use the solution to differentiate from their competitors
  - If APS administrators insist on exclusivity, then the solution provider should ask them to name 2-3 schools (i.e., their direct competitors) where they would not want the solution provider to pitch the program
- **“Could you provide me a break-up of the cost of the solution (i.e., proportion of cost for various components, such as material, monitoring, and training)?”**
  - APS administrators do not like to pay for intangible aspects of the solution (e.g., license fee), so they often enquire about the break-up of cost and use it to guide their negotiations



# Guidelines to develop an effective pricing structure

## Guidelines

- Have a simple pricing structure (i.e., ideally only a per-student price)
- Explicitly charge for tangible elements that can be passed on directly to parents
  - Charge for tangible products like books, student TLMs, teaching aids, etc.
  - Build in the price of intangibles like teacher training into prices for tangible elements
- Mark up the printed MRP of the student kit (e.g., by 30% over the cost of the kit to administrator) in order to build in a margin for administrators
- Create a tiered pricing structure (i.e., lower price if school buys for more students)

## Rationale

- A complicated pricing structure is difficult for administrators to understand and can increase time taken for sign up
- Administrators are more comfortable investing in things which can be easily showcased to parents
- Administrators want to make limited investments in teacher training due to high attrition
- Administrators are used to commissions (usually 20-40%) from publishers
- Building this margin into the MRP<sup>1</sup> of student books makes it easier for administrators to recover costs from parents
- Bulk discounts incentivize administrators to buy product for more classes and also helps recover sales cost

# Charging APSs a per student fee makes it easier for the APS administrators to pass on the costs to parents

			Pricing Options		
Category		Cost <sup>1</sup>	Cost-plus pricing	Value-based pricing	Pricing to aid transfer of entire cost to parent
Servicing Cost	Licensing cost (per school)	INR 0	INR 20,000	INR 0	INR 0
	Teacher training cost (per teacher)	INR 7,500	INR 9,000	INR 20,000 for training and monitoring	INR 0
	Monitoring cost (per school) for 4 visits	INR 7,500	INR 10,000		INR 0
Material cost	Teacher manuals and TLM (per class)	INR 750	INR 1,000	INR 0	INR 0
	Student books and TLM (per student)	INR 200	INR 500	INR 1000	INR 1,350
Acquisition cost	Acquisition cost <sup>1</sup> (per school)	INR 30,000	INR 0	INR 0	INR 0
Total for 60 students, 2 teachers		INR 66,000	INR 80,000	INR 80,000	INR 81,000
Total for each additional child		INR 200	INR 500	INR 1,000	INR 1,350
Total for each additional teacher		INR 8,250	INR 10,000	INR 0	INR 0
			<b>Cons</b> <ul style="list-style-type: none"> <li>• Complex</li> <li>• Draws attention to intangibles</li> <li>• Difficult to pass on cost to parents</li> </ul>	<b>Pros</b> <ul style="list-style-type: none"> <li>• Simpler than cost-plus</li> <li>• Administrators pay for aspects that they value</li> </ul> <b>Cons</b> <ul style="list-style-type: none"> <li>• Difficult to pass on the entire cost to parents</li> </ul>	<b>Pros</b> <ul style="list-style-type: none"> <li>• Simplest of 3 options</li> <li>• Does not draw attention to intangible elements</li> <li>• Easy for administrator to pass on cost to parents</li> </ul>

 Recommended pricing strategy

# ABL solution providers should define a payment collections strategy to maintain healthy cash flow and manage risks

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1

Select a suitable team to own the payment collections process

2

Create a suitable payment collections strategy with clearly defined milestones

3

Track and review progress on payment collections on a monthly basis





# 1. Select a suitable team to own the payment collections process

*Assign payment collections ownership to the team with the highest score in the below table*

*Dummy data*

#	Parameters <sup>1</sup>	Score (scale of 1 to 3)		
		Sales team	Implementation team	Relationship team
1	Focus on revenue-related metrics	3	1	1
2	Ownership of renewals	3	2	1
3	Team capacity to take on collections as an additional task	2	2	3
4	Existing relationship with appropriate client POCs <sup>2</sup>	3	1	3
5	Ability to communicate various payment plans to APSs and negotiate terms	3	1	3
Total score (out of 15)		14	7	11

*In this example, since the sales team has the highest score, they are best suited to own the payment collections process*

## 2. Create a suitable payment collections strategy with clearly defined milestones

Stage	Timeline <sup>1</sup>	Activity	Owner
<b>Sign-up</b>	Day -30	Include a customized payment plan <sup>2</sup> in the LOI <sup>3</sup> ; and collect PDCs <sup>4</sup> or connect APS to a school finance company that provides affordable loans	Sales team
<b>Invoice generation</b>	Day -15	Call and notify APS about upcoming invoice generation	Operations team
	<b>Day 0</b>	<b>Generate invoice using an automated invoicing system</b>	<b>Finance team</b>
	Day 15	Call and notify APS about upcoming due date	Operations team
	Day 30	Call and follow up with APS for payment	Operations team
	Day 45	Call and follow up with APS for due payment	Operations team
<b>Mediation to collect dues</b>	Day 60	Visit APS and persuade administrator/ owner to pay dues	Team owning collections
	Days 90 - 110	Visit APS <sup>5</sup> and persuade administrator/ owner using one or more of the following techniques: negotiating a settlement, connecting APS with a loan provider, communicating intent to cease implementation/ not renew	Team owning collections
	Day 120	Cease implementation activities in APSs with any dues	Implementation team
<b>Resolution of APS account</b>	Day 145/ 31 <sup>st</sup> Dec <sup>6</sup>	Decide the account resolution technique for current AY <sup>7</sup> (e.g., using a 3 <sup>rd</sup> party like factoring NBFC <sup>8</sup> ), and terms for subscription renewal for next AY <sup>9</sup>	Management team
	Day 150	If applicable, communicate involvement of 3 <sup>rd</sup> party to APS	Team owning collections
	Day 180	If applicable, initiate partial invoice factoring with a factoring NBFC	Finance team
	Day 365	Sell invoice to 3 <sup>rd</sup> party or write off dues for all receivables that are due for either >365 days, or after 31 <sup>st</sup> December of current AY	Finance team

1. Timelines are indicative. Assumed that payment is due 30 days from the date of invoice generation; 2. Details in subsequent slide '2.a'; 3. Letter of intent; 4. Post dated cheques; 5. No. of visits to be decided on a case-to-case basis (e.g., 2-3 visits for an APS likely to take a loan); 6. Activity to be done on whichever timeline comes earlier; 7. Details in subsequent slide '2.c'; 8. Non banking financial company; 9. Details in subsequent slide '2.b'

## 2.a Include a customized payment plan for the APS in the LOI

### Description

- Have a payment structure with 2-3 milestones, where the entire amount is collected within 3-4 months of roll-out, and the solution provider is never out-of-pocket with the APS. Below is an illustration of the payment schedule:
  - 1<sup>st</sup> instalment at the time of sign-up
  - 2<sup>nd</sup> instalment before delivery of material
  - 3<sup>rd</sup> instalment before a follow-up training
- Give the administrator a card that mentions exact dates when payments are due, and the amount to be paid on these dates
- Incentivize schools to pay upfront (e.g., give discounts for upfront payment)

### Rationale

- An option of staggered payment improves sale-ability of the product
- Collecting payments within 3-4 months reduces probability of default
- Having too many instalments can make collections cumbersome
- Making material delivery contingent on payment can improve likelihood of getting payments on time
- Collecting payments upfront reduces probability of default and travel cost of collecting cheques for each instalment

## 2.b Define options for resolution of overdue accounts and implications on future renewals

Illustrative

### Options for resolution of account and future renewal<sup>1</sup>

	A. Business as usual	B. Conditional renewal	C. Drop
Pre-condition (as of 31 <sup>st</sup> December of current AY)	<ul style="list-style-type: none"> <li>Renewed APSs with <math>\leq 10\%</math> dues</li> <li>Any APS that has generated 5+ referrals in the past 12 months</li> <li>Any APS that is part of group/ chain/ franchise of <math>\geq 4</math> APSs</li> </ul>	<ul style="list-style-type: none"> <li>Renewed APSs with 11-50% dues</li> <li>New APSs with <math>\leq 25\%</math> dues</li> </ul>	<ul style="list-style-type: none"> <li>Renewed APSs with <math>&gt; 50\%</math> dues</li> <li>New APSs with <math>&gt; 25\%</math> dues</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>Allow renewal only after <math>\geq 80\%</math> dues have been cleared</li> </ul>	<ul style="list-style-type: none"> <li>Allow renewal only after 100% dues have been cleared</li> <li>For next AY, collect 75% of receivable as advance payment</li> <li>If unable to recover dues, initiate partial invoice factoring</li> </ul>	<ul style="list-style-type: none"> <li>Do not renew subscription for next AY</li> <li>Sell invoice to an NBFC or initiate partial invoice factoring</li> </ul>

1. Option to be picked based on pre-conditions that the specific APS fulfils. If an APS fulfills the preconditions for multiple options, the next steps of the earlier category take precedence (i.e., A has primacy over B and C, and B has primacy over C)

## 2.c Implications of different account resolution techniques

Technique	Implication for relationship with APS	Implication on amount collected
1 <b>Negotiating a settlement with the APS</b>	<ul style="list-style-type: none"> <li>APS administrators may perceive the ABL solution provider as reasonable and accommodating, leading to continued cooperation and trust</li> </ul>	<ul style="list-style-type: none"> <li>ABL solution provider may have to forego a sizeable portion of revenue after reaching a mutually beneficial agreement through negotiation</li> </ul>
2 <b>Connecting APS with a loan provider</b>	<ul style="list-style-type: none"> <li>APS administrators may perceive the ABL solution provider as innovative and customer-centric for offering convenient financing solutions</li> </ul>	<ul style="list-style-type: none"> <li>May only succeed in some cases as not all APSs may be willing/ able to take on loans to pay for ABL</li> </ul>
3 <b>Partial invoice factoring</b>	<ul style="list-style-type: none"> <li>The ABL solution provider maintains an amicable relationship as they retain control over the majority of the invoices and the customer relationship</li> <li>However, if the factoring company employs aggressive tactics for the portion of invoices they control, it could have a negative impact on the overall relationship with the APS</li> </ul>	<ul style="list-style-type: none"> <li>It may not always be possible to find a buyer</li> <li>ABL solution provider may have to forego a small portion of revenue as the invoice would be sold at a discounted value</li> </ul>
4 <b>Selling the entire invoice to an NBFC</b>	<ul style="list-style-type: none"> <li>APSs may encounter aggressive debt collection practices from the factoring company</li> <li>ABL solution provider relinquishing control over the invoices may likely create a strained customer relationship, loss of trust, and loss of potential future business opportunities</li> </ul>	<ul style="list-style-type: none"> <li>It may not always be possible to find a buyer</li> <li>ABL solution provider may have to forego a small portion of revenue as the invoice would be sold at a discounted value</li> </ul>

### 3. Track and review progress on payment collections on a monthly basis

Table 1: Overdue amount by duration

Dummy data

Timeline		Amount (INR)				
		July 2024	August 2024	September 2024	October 2024	November 2024
Sales generated in year to date		1,20,00,000				
Invoices generated in year to date		1,05,00,000				
Total amount receivable (A)		1,00,00,000				
Amount realized (B)		63,00,000				
Total amount due (A-B)		37,00,000				
1	Amount <=30 days overdue	20,00,000				
2	Amount 31-90 days overdue	10,00,000				
3	Amount 91-120 days overdue	5,00,000				
4	Amount >120 days overdue	2,00,000				

Table 2: No. of APSs by % of payment due

Status of payment		No. of APSs				
		July 2024	August 2024	September 2024	October 2024	November 2024
Sales generated in year to date		100				
Invoices generated in year to date		95				
Total # APSs with payment due (A)		90				
# APSs with 100% payment realized (B)		0				
# APSs with pending payments (A-B)		90				
1	Complete amount due	10				
2	51-99% amount due	15				
3	31-50 % amount due	25				
4	11-30% amount due	5				
5	<=10% amount due	35				



# Guidelines for building an incentive structure for the sales team

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- In the compensation structure for salespersons, **have a high proportion of incentive pay**, linked to number of schools they sign-up or the amount of revenue they bring in
- Incentives can also be **linked to the amount of discount offered by the salesperson** to close the lead (e.g., if a sales person was given decision rights to sign-up schools at a discount of 30%, but is able to close a school at a discount of 10%, then the solution provider should share the benefit of 20% with the sales person)<sup>1</sup>
- Incentives should **be paid in instalments, based on receipt of money from the school**, and could also be tied to renewal of the school for subsequent years

1. See slide M2.1 under “Employee performance management” for details on building out a compensation structure for sales persons

# Structure of an effective marketing video

## Benefits

- **Increases conversion rates** at all levels of sales process by conveying the right messages in an engaging, narrative form
- **Great addition to in-person sales** as it enables the APS administrators to re-visit the details about the product/ service later, even in the absence of the sales person
- **Builds trusts and credibility** by showcasing the product/ service being used in actual classrooms and through testimonials from existing partners
- **Helps in lead generation** as videos can be easily shared by the viewers through various social media platforms

## Flow of an effective marketing video

- **The opening:** Spark curiosity within the viewers through a compelling opener such as a question that gets answered in the video (e.g., “Is your child learning the right way in school?”)
- **Identify need:** Clearly and concisely state the need or gap which the ABL solution fills (e.g., “Students in this neighborhood struggle to read English, even in higher classes. Why do you think this is the case?”)
- **Address the need:** Share 2-3 value propositions that resonate with the target audience (e.g., “This product will help first generation students read unfamiliar three-letter words. If they learn how to read well in preprimary, they will do well in higher classes as well”)
- **Introduce and illustrate the benefits of the solution:** Outline elements of the offering and their value propositions and explain how it can address the need mentioned above. Use testimonials from previous partners to build credibility
- **Call to action:** Share contact details such as phone number, website link etc. for the viewer to get in touch to know more about the solution/ company





# Guidelines for tracking sales

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Best practices for Sales Force Effectiveness cover the following areas:

- a Tracking a sales funnel:** Create a sales funnel for tracking movement of leads across different stages in the sales process to ensure the provider has a robust pipeline, and to help understand (i) where “drops” are happening and why and (ii) the effectiveness of individual elements (sources of leads, individual salespeople, etc.)
- b Pre-qualifying new leads:** Set qualifying criteria for leads to ensure that time and resources are invested in high-potential leads
- c Outlining a sales process:** Detail out the sales process with objectives for each meeting with key stakeholders at the school

# a Tracking the sales funnel can help improve Sales Force Effectiveness

## Objectives of creating a sales funnel

- Enable management team to **track progress of leads** and **performance of salespersons**
- **Gain insights to refine the sales process**, e.g.,
  - Invest more time on sources of leads where the conversion rate is usually higher
  - Identify geographies with a higher conversion rate, focus sales effort on those and learn from them
- Make the sales team more efficient, by **informing strategic choices**, like:
  - Deprioritize leads where there is no movement on the sales funnel (e.g., If a school does not purchase after a pre-decided number of meetings, do not invest more time on follow-up)
  - Redefine the focus of the team (e.g., If there are very few new leads, the team might decide to push generation of new leads)
  - Determine when a senior salesperson should pitch at the school

## Institutionalizing the sales funnel

- **Identify the key stages in the organization's sales process** to create the sales funnel
- **Deploy a customizable CRM<sup>1</sup> tool**, which can be edited by any salesperson, and which makes it convenient to visualize data in the format of the sales funnel (e.g., Excel (to start with), Zoho, Sales force, Sales Mantra, Kapture, Vtiger, Insightly, etc.)
- **Assign administrative responsibility** to one person to ensure that data entry is completed in a timely manner
- **Use output of this tool to conduct weekly sales calls**

*(See next slide for an illustration of a sales funnel for a solution provider)*

# a Illustration: Sales funnel

## Output of the funnel by salesperson

Status as of current week

Indicative template with dummy data

Sales person	Source of lead	Stages in the sales funnel					Expected closures
		Sales prospecting <sup>1</sup>	1 <sup>st</sup> pitch to administrator / owner complete	Product demo complete	Negotiation initiated <sup>2</sup>	Signed up <sup>3</sup>	
Sales person A	Cold Calls	150	20	6	4	2	
	Partner A	50	30	10	1	1	
	Partner B	100	50	34	15	7	
	Total	300	100	50	20	10	
Sales person B	Cold Calls						
	Partner A						
	Partner B						

- Enables tracking performance of different salespersons and comparison across different sources of leads
- e.g., in the illustration above, Partner B is the source with the highest conversion rate

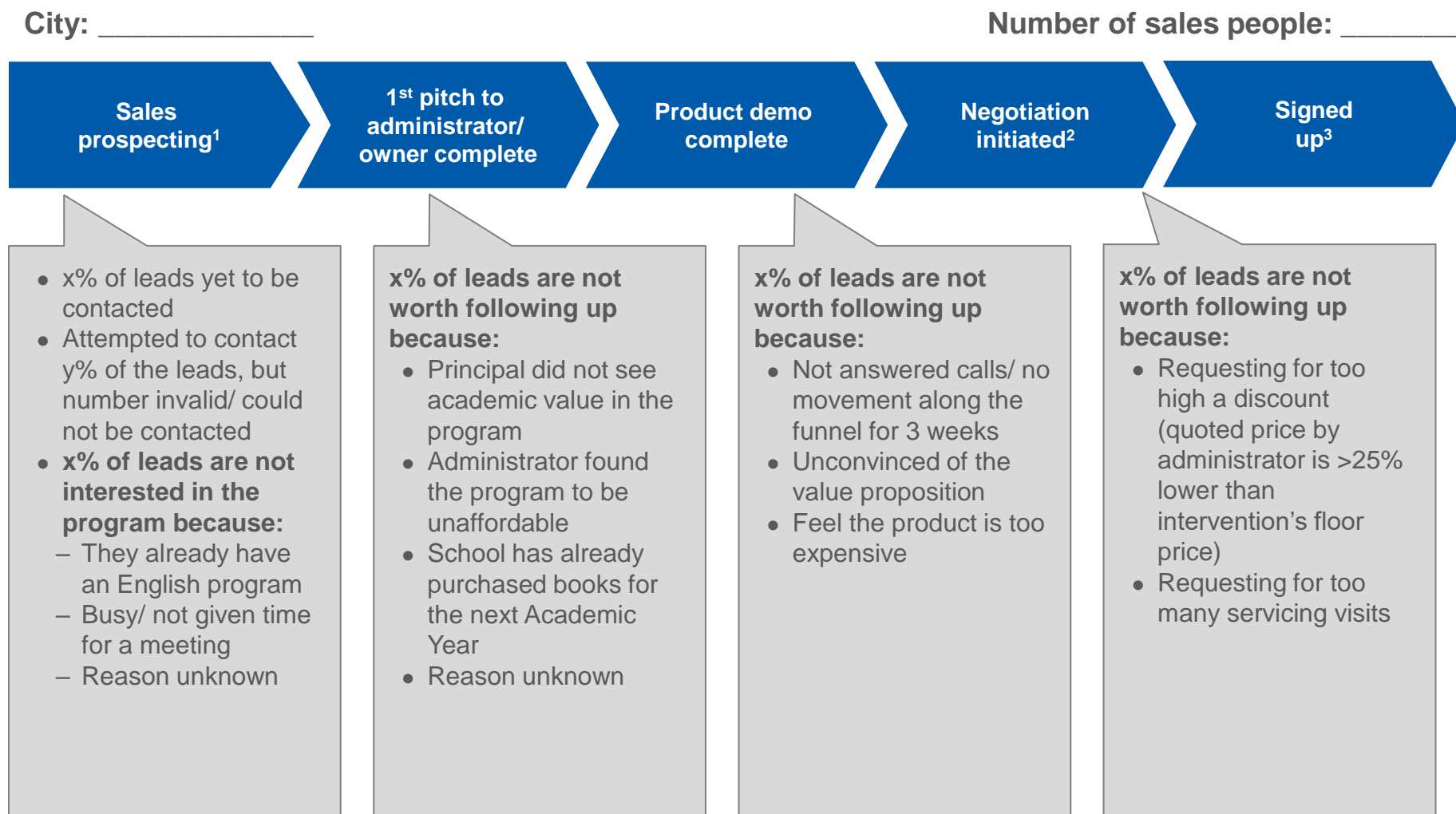
- Helps identify where the highest drops are happening in the sales process
- e.g., in the illustration above, the highest drop-off is from 'first contact made' to '1<sup>st</sup> pitch to principal'

### Attributes of a good sales funnel

- Not more than 5-6 stages in the sales funnel
- Each stage should have a set of clearly laid out qualifying criteria, so that there is no ambiguity on where a lead would lie on the funnel
- Stages should be applicable for all sources of leads, so as to enable comparison across them
- The funnel should capture the date at which a lead enters a stage, to track movement and ageing

1. Salesperson was able to speak with a contact person at the school (e.g., admin in-charge, or head teacher at the school); 2. He/ she has made a counter offer of the amount he would be willing to pay for the product; 3. School has signed the contract/ agreement to buy the program and the cheque for advance payment for the program has been cleared

## a Illustration: Quality of sales pipeline



1. Salesperson was able to speak with a contact person at the school (e.g., admin in-charge, or head teacher at the school); 2. He/ she has made a counter offer of the amount he would be willing to pay for the product; 3. School has signed the contract/ agreement to buy the program and the cheque for advance payment for the program has been cleared

## a Illustration: Performance metrics for salesforce

Status as of current week

City: \_\_\_\_\_

Salesperson	Source of lead	Average number of visits required to sign up an APS	Average time taken to sign up an APS (days)	Average number of visits done per day	Average number of calls made per day
Salesperson A	Cold Calls				
	ISFC <sup>1</sup>				
	NISA				
	Total				
Salesperson B	Cold Calls				
	ISFC				
	NISA				
	Total				
Salesperson C	Cold Calls				
	ISFC				
	NISA				
	Total				

## b It is important to prequalify new leads early on to minimize visits to schools which are unlikely to buy

### Description

- **Establish pre-qualification criteria for new leads.** Some examples include:
  - Minimum of 50 students in pre-primary classes
  - Fee range (e.g., in case APSs are finding the program too expensive, then a solution provider can choose to only approach schools where fee is above a minimum cut-off)
  - Number of solutions already running in the school / proportion of school revenues going to existing solutions – Schools are willing to spend a limited amount (maybe 10-15% of revenues) on “non-essential” products. If the school has already taken on other solutions, they are less likely to buy
- **These can be identified by looking at the key reasons for drop-off in the sales funnel**
- In addition to size of business in year 1, it is also important to look at the possibility of expansion of business from the school
- Ensure that the sales team tries to establish where a school lies in terms of these criteria early on in the pitching process

# c Best practices for detailing out the stages in the sales process

## Best practices

- **Define objectives and agenda for key meetings with a school and share these with salespersons**
- **Specify which meeting should be conducted by a senior salesperson, or someone from the product/content team.** e.g., Senior salesperson could visit APSs in the third or fourth interaction with the APS administrator (i.e., once an administrator is negotiating on the price)
- **Give salespersons clear decision rights.** e.g., on the extent of discount that can be offered, or timeframe within which they can stagger the payment from an APS
- Decision rights for the salespersons can be based on the stage in the sales process. e.g., Salespersons can offer a discount of up to 10% in the third interaction with APS administrator
- **Ideal time for pitching to APSs** is between October to March

## Rationale

- Allows salesperson to have a more structured interaction and ensures movement across the sales funnel
- Clear demarcation of responsibilities between a junior and senior sales team member
- Can help close the deal sooner

# There are 5 potential ways to get leads to APSs (1/2)

## Description

a

### Door-to-door

- Solution provider sets up a sales team to conduct cold calls and make door-to-door sales
- Some solution providers use part-time staff, an external agency or less qualified salespeople to do the cold calls and fix appointments

b

### Workshops and events

- Solution provider uses workshops to showcase the product to principals or APS administrators and answer their queries
  - These workshops could be organized by the solution provider or by a third-party like NISA<sup>1</sup> (e.g., state chapter conferences), book publishers, local principals' associations; these are positioned as conferences for thought leadership
- Some solution providers also help schools organize competitions or events (e.g., art competition, or story-telling competition)
  - This is especially relevant for pre-primary as bulk of new admissions happen there
  - The event could either be organized by the solution provider directly, or could be organized by the school, with the solution provider training the APS teacher to conduct it; the event could also be open to students from other schools

c

### Referrals (or word of mouth)

- Solution provider leverages its strong value proposition for teachers, principals or administrators through referrals
  - Principals/ administrators refer 3-4 schools which are not direct competitors; solution provider can pay administrators/ principals commissions for every lead that signs up, or give them benefits in the form of a free academic service or discount on renewal
  - Due to high teacher attrition in APSs, a teacher joining a new school can advocate for a product used in her last school
- Sometimes, solution provider sets up a call center or a centralized telephone contact number to convert word-of-mouth leads into sign-ups



# There are 5 potential ways to get leads to APSs (2/2)

## Description

d

### Partnerships with intermediaries

- Solution provider partners with an intermediary that is engaging with APSs (e.g., finance companies<sup>1</sup>, stationery providers, uniform vendors, academic consultants<sup>2</sup>, freelancers working in ECE<sup>3</sup>) and seeks introductions to APS administrators in their network
  - Partner intermediary makes an initial pitch to its network of APSs, and forwards interested leads to the solution provider
  - Solution provider takes forward conversations with these prequalified leads
  - Solution provider pays a commission to the intermediary for each sale closed from a prequalified lead
- It is important to partner with intermediaries having an established relationship with APSs to ensure administrators are open to hearing the pitch

e

### Resellers

- Solution provider uses an external organization (e.g., finance companies, stationery providers, uniform vendors), or an individual with contacts in the local APS space, for end-to-end sales
- Solution provider gives the reseller a commission for each sale
  - Sometimes the solution provider has a transfer pricing model, where the product is given to the reseller at a fixed price, and the reseller is free to charge any markup from the end customer; no commission is paid to the reseller in such cases. However, this model is not ideal as it leads to different prices in the market
- Solution provider gives implementation support and manages engagement with various stakeholders

1. Companies that offer financial products, services, or solutions specifically designed for educational institutions; 2. Individuals who operate in the APS market as education experts, activists, or researchers; 3. Individuals who offer their sales expertise and services in the ECE sector on a temporary or project basis

# Various models for lead generation have different implications in terms of cost and effectiveness (1/3)

## Pros

## Cons

a

### Door-to-door

- Allows for a more exhaustive coverage of the target geography

- Typically implies a high cost of customer acquisition (due to low conversion rates of <10% and larger number of visits for sign-up)
  - May be more viable for a high ticket-size solution provider, or once an area has been “seeded” and administrators begin to recognize markers that test concepts

b

### Workshops and events

- Effective way to reach out to a large number of APSs
- Relatively higher conversion rate, and lower number of visits required for conversion, as senior members from the organization pitch at workshops

- Limited access to events organized by a third party (e.g., NISA state chapters)
- Requires high effort to incentivize administrators/ principals to attend the workshop

c

### Referrals (or word of mouth)

- Higher conversion rate, and low number of visits required for conversion
- Low-cost method as typical benefits given to administrators for referrals are low, or non-financial

- Absolute number of leads generated through this method during the initial years of the provider’s business is low
  - Solution providers need to build enough credibility in the APS market for referrals to have significant volume

# Various models for lead generation have different implications in terms of cost and effectiveness (2/3)

## Pros

- Can provide access to a large number of leads
- Can reduce effort required to qualify sales leads (e.g., number of visits/calls)
- Enables service providers to leverage sales expertise of intermediaries
- Higher rate of conversion than cold outreach
- Involves relatively lower cost than cold calls (commissions of 25-30% of ticket size, over a 2-3 year period per APS signed-up)

## Cons

- An intermediary pitching multiple products might focus on high ticket-size products (leading to fewer leads for medium or small ticket-size products)
- Intermediaries may have low loyalty as they may also work with competitors
- Intermediaries may lack the ability to effectively communicate key product features/ benefits
- Intermediaries may negotiate on behalf of APSs instead of solution providers, leading to higher costs
- Intermediaries such as academic consultants may be difficult to find

### Partnerships with intermediaries

# Various models for lead generation have different implications in terms of cost and effectiveness (3/3)

## Pros

- Allows solution providers to sell in regions where they do not have own sales force

## Cons

- Might be less effective for curriculum solution providers due to the technical nature of the products and level of training that reseller's salespersons would require
- Salesperson may find it difficult to effectively pitch more than 2 products
- A reseller pitching multiple products might focus on high ticket-size products (leading to fewer leads for medium or small ticket-size products)
- Increases risk of reseller's salesperson over-committing on level of service and follow-up
- Reseller may be unable to establish good relationship with APS, leading to poor implementation and low collections
- Less viable for APS vertical due to high (30 to 40%) commission per APS signed-up
- Number of sales through this channel are low for most solution providers

Resellers

# Typical spread of cost and effectiveness of various channels

	Cost of acquisition	No. of leads obtained
a Door-to-door	<b>High</b> <ul style="list-style-type: none"> <li>Low conversion rates of &lt;10%</li> <li>Large number of visits to sign-up</li> </ul>	<b>High</b> <ul style="list-style-type: none"> <li>Most solution providers rely on this channel for the majority of sales</li> <li>Allows for a more exhaustive coverage of the target geography</li> </ul>
b Workshops and events	<b>Medium</b> <ul style="list-style-type: none"> <li>Relatively high conversion rates</li> <li>Lower number of visits to sign-up</li> <li>High cost of organizing the event</li> </ul>	<b>Medium</b> <ul style="list-style-type: none"> <li>Effective way to reach out to a large number of APSs</li> <li>Only a few large solution providers get access to third-party events</li> </ul>
c Referrals (or word of mouth)	<b>Low</b> <ul style="list-style-type: none"> <li>Highest conversion rates of 80-90%</li> <li>Least number of visits to sign-up</li> <li>Benefits given to administrator are usually low, or non-financial</li> </ul>	<b>Low</b> <ul style="list-style-type: none"> <li>Absolute number of leads generated through this channel are usually low for most solution providers</li> </ul>
d Partnerships with intermediaries	<b>Medium</b> <ul style="list-style-type: none"> <li>Relatively high conversion rate</li> <li>Lower number of visits to sign-up</li> <li>Commission of 25-30% on each sale</li> </ul>	<b>Medium</b> <ul style="list-style-type: none"> <li>Can potentially provide access to a large number of APSs</li> </ul>
e Resellers	<b>High</b> <ul style="list-style-type: none"> <li>Commission of up to 40% on each sale</li> </ul>	<b>Low</b> <ul style="list-style-type: none"> <li>Number of sales through this channel are low for most solution providers</li> </ul>

# Some solution providers are using after-school programs and pilots to seed the market

## Description

### After-school program

- In cases where the school is hesitant to sign up for a program, a solution provider could offer an after-school program<sup>1</sup>, which would be run at the school and paid for directly by the parents
  - There is a clear value proposition for the administrator, who gets rent
  - The school's teacher gets trained on the solution provider's program, and is given additional compensation for running the program after school
  - The solution provider is able to demonstrate the value of his product to parents and administrators, as well as earn additional revenue
- Preliminary feedback from solution providers using this model has been that schools are reluctant to allow their pre-primary teachers to run this program, as they fear the teachers would leave after the training, and start an independent tuition class

### Pilot the program for a year

- Some solution providers sell to a fewer number of grades (i.e., LKG<sup>2</sup>, UKG<sup>3</sup>, etc.) in the 1<sup>st</sup> year of implementation
  - This helps increase the ease of selling the product, due to the low investment from the school
  - Additionally, in case of full curriculum solution providers, students who have not used the program since the beginning might find it difficult to cope with it at higher grades
- Some solution providers with a K-10 product have divided their product into K-5 and 6-10 and sell the K-5 product in the first year as a pilot

1. FSG customer research with 2,010 parents shows that over 25% of parents send their children (3-5 year olds) to tuition classes. Children attend tuition classes six days a week for two hours a day. Parents who send their children to tuition classes pay an average of ~INR 300/month (~40% of the average fee paid to the school); 2. Lower Kindergarten; 3. Upper Kindergarten

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## 1 Context and objectives

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## 2 Best Practices

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### 2.1 Sales

### 2.2 Product

### 2.3 Implementation

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### 2.4 Management

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## 3 Hypothetical business plan

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## 4 About PIPE and FSG Inclusive Markets

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# There are 6 best practices within Product that can support ABL providers

Roadmap for an ABL solution provider in the Indian APS market			
	Viable at APS level	Break-even	Profitable
Stage-wise milestones <sup>1</sup>	<ul style="list-style-type: none"> <li># APS: 40</li> <li>Gross Margin: (-9)%</li> <li>Learning outcome scores: 40%</li> <li>Brand recall (parent): 5%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 150</li> <li>Gross Margin: 23%</li> <li>Learning outcome scores: 50%</li> <li>Brand recall (parent): 12%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 250</li> <li>Gross Margin: 33%</li> <li>Learning outcome scores: 60%</li> <li>Brand recall (parent): 20%</li> </ul>
Sales	<ul style="list-style-type: none"> <li>Sales team on-boarding</li> <li>Codified sales pitch</li> <li>Per-student pricing structure</li> <li>Payment collection</li> </ul>	<ul style="list-style-type: none"> <li>Incentive structure</li> <li>Marketing videos</li> <li>Sales tracking process</li> </ul>	<ul style="list-style-type: none"> <li>Lead generation</li> </ul>
Product	<p><b>P1</b> Curriculum for 3 grades</p>	<p><b>P2</b> Curriculum for 5 grades</p> <p><b>P3</b> Prescriptive lesson plans</p>	<p><b>P4</b> Curriculum for 6+ grades</p> <p><b>P5</b> Digitized lesson plans</p> <p><b>P6</b> Home toy kits</p>
Implementation	<ul style="list-style-type: none"> <li>Hands-on teacher training</li> <li>Parent orientation session</li> <li>Administrator orientation sessions</li> <li>Remote teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Children learning exhibition</li> <li>Periodic school visits</li> <li>Mid-year parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>Remote on-going parent engagement</li> </ul>
Management		<ul style="list-style-type: none"> <li>Well-defined organization structure</li> <li>Employee performance management</li> </ul>	<ul style="list-style-type: none"> <li>Management team meetings</li> <li>KPI dashboards</li> </ul>



# Selling to additional grades helps in increasing revenue per APS and managing costs

## Illustration: Revenue and cost per student with 3,5 and 6 grades per APS<sup>1</sup>

	3 grades	5 grades	6 grades
Total number of schools	270	270	270
Number of students per school	90	150	180
<b>Revenue/ student (₹)</b>	<b>1,924</b>	<b>1,960</b>	<b>1,969</b>
Product cost/ student (₹)	718	752	760
Sales cost/ student (₹)	429	257	214
Implementation cost/ student (₹)	693	416	347
<b>Total direct cost/ student (₹)</b>	<b>1,840</b>	<b>1,425</b>	<b>1,321</b>
<b>Gross income/ student (₹)</b>	<b>84</b>	<b>535</b>	<b>649</b>
<b>Operating income/ student (₹)</b>	<b>(205)</b>	<b>241</b>	<b>353</b>
<b>Gross margin/ student (%)</b>	<b>4%</b>	<b>27%</b>	<b>33%</b>
<b>Operating margin/ student (%)</b>	<b>-11%</b>	<b>12%</b>	<b>18%</b>

## Benefits of selling to additional grades per APS

- **Revenue per school increases** significantly as the number of classrooms signed up increases with upsell to higher grades
- **Sales cost per student decreases** steeply as upsell can occur along with renewal at minimal additional cost
- **Implementation cost per school decreases** as the business reaches scale due to upsell to additional classrooms within a school

# Benefits of supplying prescriptive lesson plans

## Challenges of using non-prescriptive lesson plans<sup>1</sup>

- Teachers lack financial motivation and time to prepare for classes due to other responsibilities at home
- Teachers struggle to implement non-prescriptive lesson plans
  - Takes long time to prepare for classes
  - Have vague instructions
  - Use complex words that teachers don't understand
  - Require resources not available in an APS setting
  - Don't have questions/activities to assess learning outcomes

## Guidelines for building prescriptive lesson plans<sup>1</sup>

- Provide prescriptive lesson plans that
  - Have step-by-step instructions
  - Require a short preparation time
  - Use simple words
  - Specify the expected learning outcomes
  - Include the preparation time and resources required
  - Provide questions/activities to assess learning outcomes

## Benefits of using prescriptive lesson plans

- Increases teachers adherence to pedagogy and curriculum as teachers have clarity on
  - The lesson objectives and expected learning outcomes
  - Preparation required (e.g., materials)
  - Steps to conduct the lesson
  - Questions/activities to assess learning outcomes at the end
- Reduces burden on teacher to plan and prepare for classes

# Illustration: Non-prescriptive lesson plan by a provider

Outdoor area  
unavailable in  
APS

Uses complex  
English words

Involves 1+  
hours of  
preparatory  
work for 1  
activity

## Details of learning activity

### 1. Numeral badges

Suggested time frame: 30 – 40 minutes

Suggested location: Whole group area/Outdoor area

#### Materials required

- Name badges (for each child of the class)
- Large silhouettes of numerals, '6' to '10'
- Small flashcards bearing number names, 'six' to 'ten' } for the teacher
- Board pins

#### Methodology

##### Prior preparation

- Prepare name badges for each child of the class.
- Design large cutouts of the numerals from '6' to '10', out of thick cardboard, as shown.
- Design small flashcards (similar to the name badges created for the children) bearing the number names from 'six' to 'ten' (one number name on each card).

##### Conducting the activity

- Recall the number names 'one' to 'five' introduced previously with the help of a similar learning experience. Use the same methodology to introduce the number names 'six' to 'ten'.

Doesn't specify

- ELO<sup>1</sup>
- Lesson objectives
- Assessment questions

Additional  
materials to be  
procured by  
teacher

Vague instructions

**A non-prescriptive lesson plan, typically, increases burden on teachers, and decreases adherence to pedagogy and curriculum**



# Guidelines for building a prescriptive lesson plan

#	Guidelines to build a prescriptive lesson plan
1	States Expected Learning Outcomes(ELOs) in 10-12 words
2	Requires infrastructure / facilities available in a typical APS <sup>1</sup>
3	Expects to achieve <3 ELOs
4	Has visual instructions
5	Plans to engage every child in the classroom
6	Accounts for a class size of ~35 students and 1 teacher
7	Is < 30 minutes duration <sup>2</sup>
8	Has <15 short, simple and easy to understand steps
9	Includes ideal time duration for each step e.g., recitation will take 5 minutes
10	Includes alternative options for materials, grouping, instructions, etc. <sup>3</sup>
11	Requires <10 minutes preparation time
12	Requires no additional materials except the ones provided by the provider
13	Has an appropriate closure including summary, recap and assessment

1. Refers to facilities such as playground, science lab, library, etc.; 2. For one class period; 3. Refers to providing options for materials to use, alternative ways to engage children not involved in prescribed activity, etc.

# Illustration: Prescriptive lesson plan shared by a provider

## A prescriptive lesson plan by a provider that is easier for APS teachers to implement

E: 1

LE name: Animals – Features and Sounds

Previous scope	Current scope	Future scope
Identify and name common animals (birds and insects)	Identify and name sounds of different animals	<ul style="list-style-type: none"> <li>Identify homes of common animals and birds</li> <li>Identify young ones of animals and birds</li> </ul>

### Expected learning outcomes:

- Identify the sounds different animals make
- Name the sounds that different animals make

Suggested Time: 30 minutes

### Materials required:

- Chart paper with pictures of animals on it (Pictures provided in the appendix)

### Introduction and discussion:

- Display the chart on the board using tape.
- Point to the first animal on the chart. Name the animal, read out the name of the sound and make the sound. "The dog barks how wow."
- Make the children repeat after you. Do this for all the animals on the chart.

The dog barks how wow.	The cow moos moo
The duck quacks quack	The pig oinks oink
The frog croaks croak	The snake hisses hiss
The cat meows meow	The crow caws caw

### Follow up Activity:

- Ask the children to choose an animal from the list.
- Ask them to make sounds like the animal they have chosen.
- Demonstrate the activity by saying "The duck quacks quack"
- Ensure that as many children as possible participate in this activity.

### Reinforcement/Assessment:

- Explain the worksheet. Ask the children to match the animals with the sound they make by drawing lines.
- Walk around to offer help as children do the worksheet.



Objectives of the lesson in simple language

Explicitly states <3 learning outcomes

Includes only 3 steps and avoids complicated words

Includes actual conversation between teacher and children

Includes simple steps on engagement post activity

Includes questions to check learning outcomes with sample worksheet

## Additionally, following points can further improve usability

- Add step-by-step guide on how the teacher should prepare for the lesson
- Add ideal time duration of each step
- Change assessment to align with expected learning outcome of the lesson

# Sharing digitized lesson plans with teachers can potentially increase adherence

## Challenges of using physical lesson plans

- Teachers might not have the lesson plans always accessible (e.g., on the bus ride to school) as there is generally only one set which is kept at a central place such as the staff room
- Wear and tear of the physical lesson plans over time leads to additional burden for schools to reorder and providers to deliver
- All teachers may not regularly read the lesson plans and may prefer audio/video components to make preparation for class more engaging

## Guidelines to build digitized lesson plans

- Should be prescriptive so that APS teachers can follow them easily<sup>1</sup>
- Provide in addition to the physical lesson plans for teachers who have access to smartphone and internet connection
- Include links to or embed audio and video components to further help the teacher in understanding and implementing the lesson plan
- Include the option for teachers to record and track learning objectives completed or pending
- Offer alternate approaches and activities that the teacher can use in case the primary approach is inadequate and the children require additional support

# There are six benefits to getting children and parents to use appropriate toys at home

---



**Supports learning and development at home**



**Gets children to engage, interact and make sense of the world**



**Stimulates children mentally**



**Fosters curiosity, imagination, problem solving, dexterity and socio-emotional development**



**Helps APS parents engage with children meaningfully**



**Builds brand for partners and school**



# Use nine boundary conditions to develop the list of toys

## Boundary conditions for selecting toys for the kits

### Appropriateness

- **Are toys** and not activities
- **Are not a replacement for school**
- **Are developmentally appropriate** (potentially leading to impact) to increase child's engagement at home
- **Can impact multiple domains**

### Usability

- **Are low total cost** to cater to the APS segment
- **Are easy to use and store**
- **Balance the kits** in terms of impact (tackles learning outcomes) and use engagement (used multiple times by the kids)

### Support required

- **Require only visual instructions, if any (i.e., in the form of images)**
- **Require minimal to no support from parents**



# Two types of Home toy kits can help improve key skills among children

## Type of kit



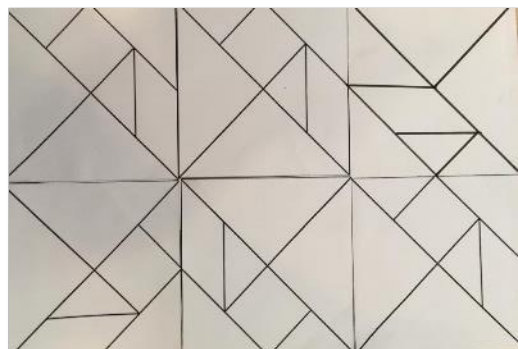
**Fully loaded @ Rs.400<sup>1</sup> sold to parents through APS**

## Content

- Tangram kit
- Blocks
- Playdoh
- Snakes and ladders
- Colouring book
- Crayons
- Activity sheets
- Story book

## Intended Impact

- Vocabulary
- Pre-literacy skills
- Cognitive development
- Socio-emotional
- Hand eye coordination
- Problem solving
- Counting
- Number identification
- Spatial understanding
- Addition
- Executive function
- Creativity
- Sequencing
- Predicting
- Imagination
- Conversation
- Fine motor skills
- Shapes
- Self esteem



**Light version @ Rs.40<sup>1</sup> offered for free or at cost**

- Tangram kit
- Visual instructions

- Fine motor skills
- Hand eye coordination
- Cognitive development
- Problem solving
- Spatial understanding
- Shape and colour
- Self esteem

1. These are approximate retail prices and can vary

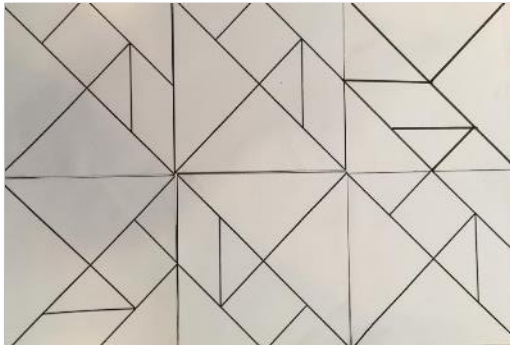
Sources of images – Tangram, building blocks and activity sheet: Photographed by FSG staff; Snakes and ladders: Jacqui Brown, [CC BY-SA 2.0](#), via Wikimedia Commons, no modifications; Coloring book: Peakxel, [CC BY-SA 4.0](#), via Wikimedia Commons, no modifications; Story book: Hans Hartung, [CC BY-SA 2.0 DE](#), via Wikimedia Commons, no modifications

# Solution providers can reap the benefits of high brand recall among parents

## Type of kit



**Fully loaded @ Rs.400<sup>1</sup> sold to parents through APS**



**Light version @ Rs.40<sup>1</sup> offered for free or at cost**

## Business case for ABL solution provider

- New **revenue stream** for solution providers and school administrators
- **Increased brand recall**, potentially leading to higher renewals
- **Low go to market cost**

- **Improved collections** by offering a free kit per child
- **Increased brand recall**, potentially leading to higher renewals
- **New revenue stream** for school administrators

1. These are approximate retail prices and can vary

Sources of images – Tangram, building blocks and activity sheet: Photographed by FSG staff; Snakes and ladders: Jacqui Brown, [CC BY-SA 2.0](#), via Wikimedia Commons, no modifications; Coloring book: Peakxel, [CC BY-SA 4.0](#), via Wikimedia Commons, no modifications; Story book: Hans Hartung, [CC BY-SA 2.0 DE](#), via Wikimedia Commons, no modifications

# Illustration: Components of a fully loaded kit sold to parents through/ by APS @ INR 400<sup>1</sup>

**Tangram kit<sup>2</sup> (Rs. 70<sup>1</sup>)**



## Impact

- Fine motor skills
- Hand eye coordination
- Cognitive development
- Problem solving
- Spatial understanding

**Blocks<sup>3</sup> (Rs. 85<sup>1</sup>)**



## Impact

- Fine motor skills
- Executive function
- Hand eye coordination
- Colour identification

**Playdoh<sup>5</sup> (Rs. 40<sup>1</sup>)**



## Impact

- Fine motor skills
- Hand eye coordination
- Socio-emotional skills
- Planning & implementation

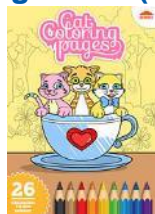
**Snakes & ladders<sup>6</sup> (Rs. 100<sup>1</sup>)**



## Impact

- Counting
- Number identification
- Counting on
- Addition
- Socio-emotional skills

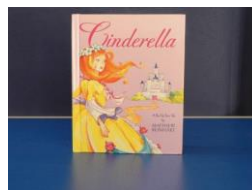
**Coloring book<sup>7</sup> (Rs. 50<sup>1</sup>)**



## Impact

- Fine motor skills
- Concentration
- Creativity
- Vocabulary

**Story book<sup>8</sup> (Rs. 50<sup>1</sup>)**



## Impact

- Fine motor skills
- Hand eye coordination
- Pre-literacy skills
- Sequencing & Predicting

**Activity sheets<sup>9</sup> (Rs. 10<sup>1</sup>)**



## Impact

- Fine motor skills
- Writing practice
- Cognitive development

**Folder<sup>10</sup> (Rs. 30<sup>1</sup>)**



1. These are approximate retail prices and can vary

Source of images – 2,3,9, 10. Photographed by FSG staff; 5. Nevit Dilmen, [CC BY-SA 3.0](https://commons.wikimedia.org/wiki/File:Playdoh.jpg), via Wikimedia Commons, no modifications;

6. Jacqui Brown, [CC BY-SA 2.0](https://commons.wikimedia.org/wiki/File:Snakes_and_Ladders_board_game.jpg), via Wikimedia Commons, no modifications; 7. Peakxel, [CC BY-SA 4.0](https://commons.wikimedia.org/wiki/File:Coloring_book.jpg), via Wikimedia Commons, no

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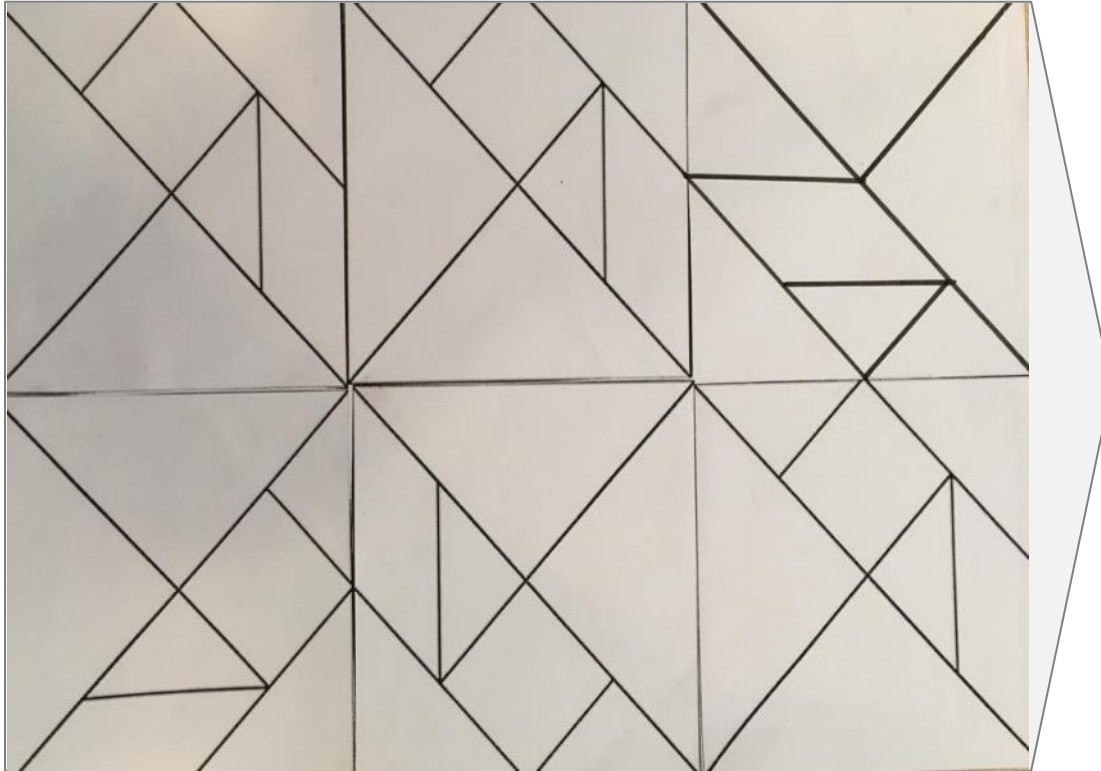
## Illustration: Sample list of 20 toys for the fully loaded version

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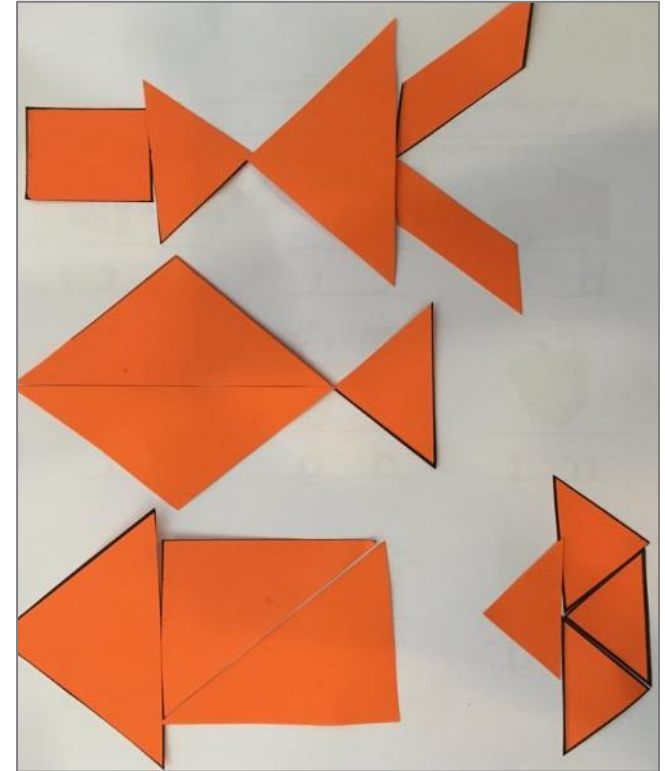
- |                            |                                    |
|----------------------------|------------------------------------|
| 1. Lacing Shapes           | 11. What does not belong?          |
| 2. Brain Flakes            | 12. Story Sequencing and building  |
| 3. Building Blocks         | 13. Board Game: Snakes and Ladders |
| 4. Stacking toys           | 14. Board games: Ludo              |
| 5. Jigsaw puzzles          | 15. Picture book                   |
| 6. (Wooden) Jigsaw puzzles | 16. Colouring books and crayons    |
| 7. Beading Kit             | 17. Play dough / modelling clay    |
| 8. Tangrams                | 18. Dice                           |
| 9. Wooden Shape Sorters    | 19. Playing cards                  |
| 10. Match and Learn        | 20. Dominoes                       |

# Illustration: Components of a light version kit offered for free or sold @ INR 40<sup>1</sup>

Picture of A4 sheet



Sample Tangram



1. These are approximate retail prices and can vary  
Note – All above images were photographed by FSG staff

# Contents

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## 1 Context and objectives

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### 2.1 Sales

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### **2.3 Implementation**

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### 2.4 Management

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## 3 Hypothetical business plan

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## 4 About PIPE and FSG Inclusive Markets




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# There are 8 best practices within Implementation that can support ABL providers

Roadmap for an ABL solution provider in the Indian APS market			
	Viable at APS level	Break-even	Profitable
Stage-wise milestones <sup>1</sup>	<ul style="list-style-type: none"> <li># APS: 40</li> <li>Gross Margin: (-9)%</li> <li>Learning outcome scores: 40%</li> <li>Brand recall (parent): 5%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 150</li> <li>Gross Margin: 23%</li> <li>Learning outcome scores: 50%</li> <li>Brand recall (parent): 12%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 250</li> <li>Gross Margin: 33%</li> <li>Learning outcome scores: 60%</li> <li>Brand recall (parent): 20%</li> </ul>
Sales	<ul style="list-style-type: none"> <li>Sales team on-boarding</li> <li>Codified sales pitch</li> <li>Per-student pricing structure</li> <li>Payment collection</li> </ul>	<ul style="list-style-type: none"> <li>Incentive structure</li> <li>Marketing videos</li> <li>Sales tracking process</li> </ul>	<ul style="list-style-type: none"> <li>Lead generation</li> </ul>
Product	<ul style="list-style-type: none"> <li>Curriculum for 3 grades</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 5 grades</li> <li>Prescriptive lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 6+ grades</li> <li>Digitized lesson plans</li> <li>Home toy kits</li> </ul>
Implementation	<ul style="list-style-type: none"> <li><b>I1</b> Hands-on teacher training</li> <li><b>I2</b> Parent orientation session</li> <li><b>I3</b> Administrator orientation sessions</li> <li><b>I4</b> Remote teacher support</li> </ul>	<ul style="list-style-type: none"> <li><b>I5</b> Children learning exhibition</li> <li><b>I6</b> Periodic school visits</li> <li><b>I7</b> Mid-year parent engagement</li> </ul>	<ul style="list-style-type: none"> <li><b>I8</b> Remote on-going parent engagement</li> </ul>
Management		<ul style="list-style-type: none"> <li>Well-defined organization structure</li> <li>Employee performance management</li> </ul>	<ul style="list-style-type: none"> <li>Management team meetings</li> <li>KPI dashboards</li> </ul>



# Providers must engage key stakeholders year-round to convince and equip them to deliver Activity Based Learning

	Current action	Approach	Target action
 <b>Administrator</b>	<ul style="list-style-type: none"> <li>• Advertises infrastructure and board results to attract enrolments</li> <li>• Low involvement in implementation</li> </ul>	<b>4 administrator visits</b> <i>Meet the administrator 4 times a year to explain ABL solution components, problem solve issues, and demonstrate impact</i>	<ul style="list-style-type: none"> <li>• Advertises ABL solution's improved learning outcomes</li> <li>• Monitors classroom implementation to ensure correct delivery</li> </ul>
 <b>Teacher</b>	<ul style="list-style-type: none"> <li>• Teaches through rote method – memorization and choral repetition</li> <li>• Tests rote learning</li> </ul>	<b>2 central trainings and 4 school visits</b> <i>Train and observe teachers 6 times a year to provide continuous support for ABL delivery</i>	<ul style="list-style-type: none"> <li>• Delivers ABL effectively</li> <li>• Assesses conceptual understanding</li> <li>• Addresses parent concerns on new approach</li> </ul>
 <b>Parent</b>	<ul style="list-style-type: none"> <li>• Checks rote learning (e.g., recite 1-100)</li> <li>• Demands homework/ written work</li> <li>• Seeks out and invests a premium for infrastructure/facilities (e.g., smart classroom)</li> </ul>	<b>3 parent sessions and ongoing remote engagement</b> <i>Meet parents 3 times a year to set expectations, provide conceptual markers to test their child, and demonstrate impact. Engage with parents remotely to enable them to engage with their children at home to increase school and product brand visibility</i>	<ul style="list-style-type: none"> <li>• Checks for conceptual understanding</li> <li>• Demands activity-based learning (and/or ABL solution provider)</li> </ul>



# Year-round engagement ensures stakeholders have ongoing support to overcome challenges in implementing ABL (1/2)

## Approach



Administrator

### 4 administrator visits

- Meet administrator during each school visit (4 times a year)
- Explain benefits of the solution and support offered
- Outline administrator's role in supporting implementation
- Assist administrator in addressing parent and teacher concerns
- Demonstrate impact by showing administrator a classroom video

*For a video of an effective administrator orientation, click [here](#)*

*For more details on engaging administrators, refer to the best practice I4 – “Administrator orientation sessions” and I6 – “Periodic school visits”*

## Rationale

### Administrator involvement is critical for correct delivery and to improve chances of renewal

- Initial visits will help explain ABL benefits and set expectations
- Interim visits can be used to ask for feedback and troubleshoot issues
- End-of-year visits can be used to showcase how the solution leads to conceptual learning and will appeal to parents and increase enrolments



Teacher

### 2 central trainings

- Organize 2 central trainings of 3 days each for up to 5 APSs
- Introduce teachers to solution components (e.g., lesson plans, books, TLMs)
- Ensure teachers get adequate time to practice delivering ABL in mock sessions
- In case there is teacher attrition, help bring the new teachers up to speed on program in the 2<sup>nd</sup> training

### Teachers need rigorous, hands-on support to implement ABL (1/2)

- Mock sessions during training allow teachers to become comfortable delivering ABL before they facilitate ABL in an actual classroom

# Year-round engagement ensures stakeholders have ongoing support to overcome challenges in implementing ABL (2/2)

## Approach



Teacher

### 4 school visits and remote engagement

- Observe up to 3 classrooms during each visit
- Shoot videos during each visit to show transformation over the year
- Give teachers actionable feedback on what they can improve (e.g., ensure each child uses a TLM at least once)
- Share feedback with administrator and encourage administrator to monitor whether feedback is actioned on
- Offer teachers remote engagement support through WhatsApp or phone calls

*For more details on engaging teachers, refer to the best practices I1 – “Hands-on teacher training” and I2 – “Remote teacher support”*



Parent

### 3 parent engagement sessions and remote engagement

- Meet parents
  - at the start of the year to explain benefits and set expectations (less homework and writing)
  - through the year to address concerns and provide ideas on how to support and test conceptual learning
  - at the end of the year to demonstrate solution impact

*For more details on engaging parents, refer to the best practices I3 – “Parent orientation session”, I5 – “Children learning exhibition”, I7 – “Mid-year parent engagement” and I8 – “Remote on-going parent engagement”*

## Rationale

### Teachers need continuous, hands-on support to implement ABL (2/2)

- Classroom monitoring ensures solution providers can support the teacher in his/her actual classroom setting
- Visits in each term help identify and clarify doubts on content for the ongoing term
- Remote engagement is a cost effective way of supplementing in-person visits and helps resolve queries as and when they arise, leading to immediate course correction

### Parent buy-in ensures program renewal

- Expectation setting during initial orientation ensures parents do not ask teacher/administrator for more written work and homework
- Giving parents “markers to test concepts” of learning ensures parents know how to assess impact of ABL
- School will renew program as long as parents see the benefit of and demand ABL

# A round-the-year engagement with APSs can be achieved in ~INR 60,000 per APS per Academic Year<sup>1</sup>

Stakeholder	Product sold	Academic year commences											Academic year ends
		May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Teacher engagement		<b>I1</b> Hands-on teacher training	<b>I5</b> Classroom observation And feedback		<b>I5</b> Classroom observation And feedback		<b>I1</b> Hands-on teacher training	<b>I5</b> Classroom observation And feedback		<b>I5</b> Classroom observation And feedback			
		<b>I7</b> Ongoing support over phone & WhatsApp											
Administrator/ Principal engagement			<b>I3</b> Admin. orientation		Feedback visit			Feedback visit		Feedback visit			
Student engagement			Spot-check of student learning		Spot-check of student learning			Spot-check of student learning		Spot-check of student learning			
Parent engagement (PE)			<b>I2</b> Parent orientation meetings				<b>I6</b> Mid-year parent engagement				<b>I4</b> Children learning exhibition		
		<b>I8</b>	Ongoing support over phone & WhatsApp										

**I5**

Periodic school visits - Learning manager to spend full day at school for each visit

- 17 touchpoints can be delivered through 7 school visits and 2 central trainings for ~**INR 60,000<sup>1</sup>**
- 1 Learning Manager can roll out this entire plan in **12 schools** (details later in this section)

1. Assumes on average 6 classrooms signed-up per APS. Includes trainer, Training Manager and Training Head salaries and reimbursement. Implementation costs reduce as more classrooms are signed up per APS. The schedule is based on the typical Academic Year in most parts of India. However, it may vary by State and hence the engagement calendar may need to be modified accordingly



# Summary on conducting initial and follow-up trainings

---

- Solution provider should conduct 2 central trainings (one in May and one in October<sup>1</sup>)
- Each training session is 3 days long, and each day's training lasts ~8 hours
- Solution providers should conduct trainings at a central location (e.g., solution provider's office, centrally located school etc.)
- Solution providers should ensure that teachers are introduced to activity based learning, the solution's curriculum, TLMs and spend sufficient time practicing delivering ABL

1. The schedule is based on the typical Academic Year in most parts of India. However, it may vary by State and hence the engagement calendar may need to be modified accordingly



# Best practices on conducting teacher trainings (1/3)

## Best practices

- Conduct trainings in groups of 10-12 teachers

## Rationale

- More cost effective
- Allows teachers to share learnings and ideas
- Difficult to conduct mock sessions if group is smaller than 10 teachers
- Difficult to keep all teachers engaged if group is larger than 12 teachers

- Use a mix of English and local language to conduct trainings

- APS teachers struggle with English and are usually more comfortable with the local language
- APS administrators prefer that the training is in English, so that teachers conduct classes in English

- **Focus less on abstract theory** (e.g., various domains of development) and **cover practical activities** (e.g., how to make and use TLMs, how to read and follow session plans, run through of first few lessons, demo of a couple of lessons, etc.)
- Cover aspects like effective classroom management techniques, session planning, space and resource management, etc.
- Use **videos** to help teachers visualize implementation in practice
- **Ensure teachers conduct mock activities during the training session**
- **Provide feedback** after each mock activity/demo

- APS teachers struggle with classroom management, session planning, etc., especially while implementing ABL
- APS teachers need pointers on how to manage the entire class when one-to-one or small group activities are being conducted
- Approaches like activity-based learning are very different from the approach traditionally used by APS teachers, and they struggle to understand or visualize it if they are only explained in theory
- Videos, if left with teachers, also help them refresh their memory, before they implement a concept in the classroom



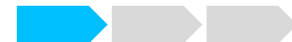
# Best practices on conducting teacher trainings (2/3)

## Best practices

- **Demonstrate to teachers gaps in learning outcomes of children**
  - Preferably by using markers that test concepts of children in their class
  - Alternatively, by showing population-level data from published reports
- **Share training objectives and plan for achieving them at the beginning of the session**
- **Ensure teachers have access to manuals and TLMs** and these are referenced to explain activities during the training; manuals should have space for teachers to take notes
- Follow-up trainings can have more theoretical aspects and reflections on the science behind the solution
- During trainings, assist teachers in **slotting the solution into the school's time-table**

## Rationale

- Helps teachers understand why the solution is important
- Motivates teachers to work towards improving learning outcomes using the solution
- Structuring the session in this manner improves understanding and ensures teachers are able to follow the training easily
- Teachers struggle to use TLMs or implement the session plan unless they have adequate time to read the session plan and interact with TLMs during trainings
- When the teachers have been implementing the solution for some time, they are able to relate to these theoretical concepts better
- PIPE has observed that implementation is often delayed, especially for single subject solution providers, because there is no time specifically carved out for the solution in the school's pre-primary time-table



# Best practices on conducting teacher trainings (3/3)

## Best practices

- **Share responses to common concerns raised by parents**
  - Learning Managers should provide teachers with a cheat sheet which contains responses to frequently raised concerns by parents
  - Learning Managers should discuss these responses with teachers during the training session

- **Conduct a mock parent interaction with teachers** during the training session (e.g., Learning Manager plays the role of a difficult parent, and teacher tries to address the trainer's concerns with the solution)

- **Share markers that test concepts with teachers and train them to demonstrate learning outcomes to parents:** Share markers that test concepts with teachers, which they can in turn use to easily demonstrate the improvement in learning outcomes to parents

- Check for understanding after each session

- Proactively discuss top 3 challenges the teachers are likely to face during implementation

## Rationale

- Most parents approach teachers with concerns related to a new solution (e.g., lack of homework, lack of writing)
- Teachers struggle to provide satisfactory responses to parents when faced with these difficult questions

- Parents are likely to be better convinced about the benefits of the solution if they are able to see the improvement on markers that test concepts

- Helps address any gaps in the teachers' understanding of the new pedagogy

- Helps the teacher address these challenges when encountered

# Suggested agenda and target learning outcomes of initial teacher training

## Agenda

### Day 1

- Introduction to product and approach
- Introduction to learning manual and TLMs
- Co-creation of TLMs
- Demo on using TLMs
- Classroom/ learning environment set up

### Day 2

- Recap of Day 1
- Classroom culture and management
- Demo on using the manual
- Feedback on demo
- Teachers practice using TLMs
- Feedback on usage of TLMs

### Day 3

- Teacher-led demonstrations of materials
- Session-planning until end of week 2
- Discuss potential challenges

## Target learning outcomes

### Day 1

- Familiarize with the layout, flow and structure of the teacher manual
- Articulate the main differentiating points about the product pedagogy (e.g. it is interactive, play-based, uses materials)
- Identify and recall the key components of the product/ intervention
- Familiarize with provided TLMs
- Lay out a plan to revise their classroom layout

### Day 2

- Articulate appropriate class expectations and rules
- Demo how to use 60% TLMs
- Teachers practice using 3-4 key TLMs
- Refine delivery of lesson
- Deliver 1-2 days of lesson plans using appropriate TLMs and receive feedback on delivery
- Fluency with key product-specific content (e.g. phonics sounds)

### Day 3

- Demo 100% of TLMs
- Describe 4-5 ways to manage a classroom while implementing ABL
- Prepare lesson plan for first two weeks of the academic year
- Discuss top 3 challenges the teachers may face during implementation and share solutions to address them



# Senior members of implementation team can ask questions to teachers post-training to test effectiveness of training

Suggested questions	Rationale
<ul style="list-style-type: none"><li>• Can you share some classroom management techniques that you are planning to use in your class?</li></ul>	<ul style="list-style-type: none"><li>• Teacher should be able to name practical, child-friendly ways s/he will manage the class, and not just classroom management theory</li></ul>
<ul style="list-style-type: none"><li>• What changes do you plan to make in your classroom? Why?</li></ul>	<ul style="list-style-type: none"><li>• Teacher needs to understand and be able to describe the changes required in order implement the intervention</li></ul>
<ul style="list-style-type: none"><li>• Can you tell us about any teaching material that you found useful or interesting to use in your classroom? How will you use it?</li></ul>	<ul style="list-style-type: none"><li>• Teacher needs to understand and be able to articulate how to use TLMs. S/he is more likely to implement what s/he articulates</li></ul>
<ul style="list-style-type: none"><li>• Please walk me through how you will conduct a day from the solution provider's lesson plan</li></ul>	<ul style="list-style-type: none"><li>• Teacher will be able to do this only if s/he has understood the manual and is comfortable with the TLMs</li></ul>

**A senior implementation member must attend the last day of the training session for each trainer and track responses to these questions**

# Solution providers should ideally conduct a 'provider-led group session' to set parent expectations for implementation of ABL

Session type	i Solution provider-led group session	ii School owner-led group session
Description	<ul style="list-style-type: none"> <li>• Interactive session with product demonstration and videos</li> <li>• Group session for 30-40 parents preferably of children from same grade e.g. all UKG parents</li> <li>• 30-40 minute long session</li> <li>• Session led by representative of solution provider (facilitator)</li> </ul>	<ul style="list-style-type: none"> <li>• Session conducted using a video prepared by solution provider</li> <li>• Group session for 30-40 parents</li> <li>• 15-20 minute long session</li> <li>• Session led by school administrator/ principal/ teacher (facilitator)</li> </ul>
Best practices	<ul style="list-style-type: none"> <li>• <b>Sending parents repeated reminders</b> to ensure high attendance using different mediums (e.g. flyers, calls)</li> <li>• Translating all collateral (e.g. presentations) videos into <b>the local language</b></li> <li>• <b>Using videos to communicate key messages</b> (e.g. characteristics of a typical rote APS classroom)</li> <li>• <b>Using examples from daily lives of APS parents</b> to explain key concepts (e.g. benefits of ABL)</li> <li>• <b>Demonstrating one interactive and intuitive activity</b> with parents to help them realise the importance of ABL</li> <li>• <b>Setting expectations on the changes</b> as a result of using the program (e.g. no homework), to help limit parent concerns in future</li> <li>• <b>Addressing parent queries</b> to help get buy-in and support from the parents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensuring that the video, used during the session, is clear and covers all key messages</b>, and does not require the facilitator to explain them</li> <li>• <b>Requesting the administrator/ principal to run the session</b>, as parents hold them in higher authority than teachers</li> <li>• <b>Sharing the video with the facilitator 2 days in advance</b> to help them become comfortable</li> <li>• <b>Requesting the facilitator to use the video and avoid giving additional explanations</b> as this might give parents wrong/ confusing messaging</li> <li>• <b>Sharing parent FAQs<sup>1</sup> and their responses</b> with the facilitator to help manage parent queries</li> </ul>

# Assessment of approaches

Parameters	Solution provider-led group session	School owner-led group session
<b>Ease of delivery (Partner)</b> - Level of effort required by the solution provider to plan and implement session		
<b>Effectiveness in communicating</b> – Ability of facilitator to communicate to parents in an understandable manner		
<b>Parent reach</b> - # of parents attending sessions		

Ratings<sup>1</sup> -



Low



Medium



High



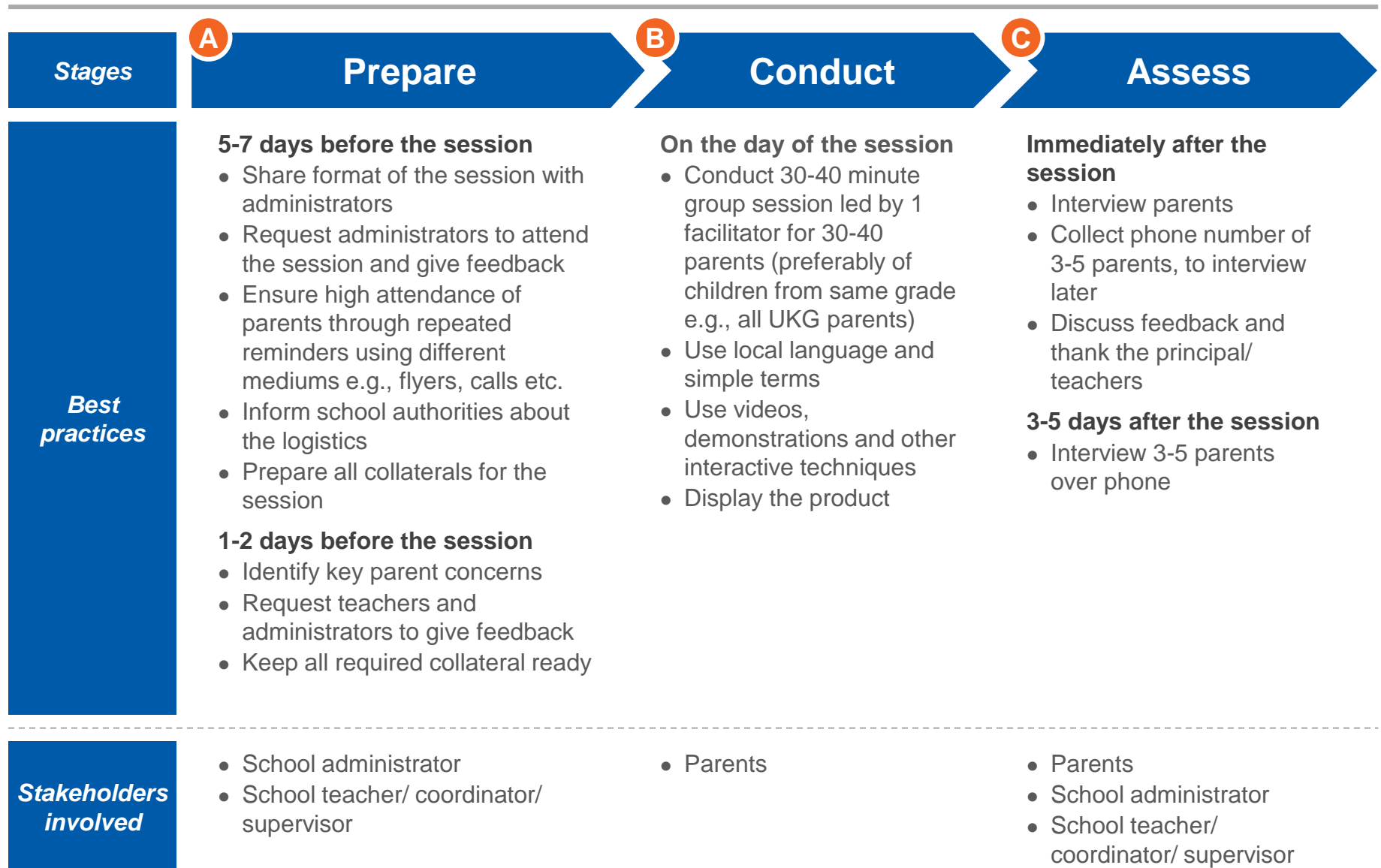
# Approaches to conduct parent orientation meetings

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## Parent orientation session

- 1 Solution provider-led group session
  - 2 School owner-led group session
-

# High-level summary of solution provider-led group session

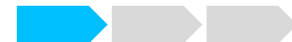




## A Preparing for solution provider-led group session (1/3)

5-7 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Share the format of the session with the administrator</b></li> </ul>	<ul style="list-style-type: none"> <li>• Confirm the format and date for the session with the administrators</li> </ul>	<ul style="list-style-type: none"> <li>• This will help set correct expectations with the school authorities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Request administrators to attend the session</b></li> </ul>	<ul style="list-style-type: none"> <li>• Request at least one teacher/ coordinator to be present</li> </ul>	<ul style="list-style-type: none"> <li>• Many administrators are more focused on higher classes, hence would require prior notice to attend a session for kindergarten</li> <li>• Teacher/ coordinator would help manage the parents</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ensure high attendance of parents by working with the school authorities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Schedule the PO along with the parent teacher meeting (PTM), if any PTMs are conducted within the first 6 weeks of school. In case PTMs involve collecting fees or giving reminders for late payment etc. do not combine the PO and the PTM</li> <li>• In case no PTMs are scheduled, a separate session should be conducted and marketed as a session in which parents will get to know about their child's education</li> <li>• Schedule the session on a weekend morning/ afternoon or immediately after school on a weekday such that parents can pick up their children post the session</li> </ul>	<ul style="list-style-type: none"> <li>• Most parents do not prioritize attending school meetings, until and unless they involve sharing the child's assessment. Many parents might still avoid these school meetings if they involve payment of fees</li> <li>• Most parents are working and hence would be unable to attend sessions held on weekdays</li> <li>• On weekdays parents might attend a session immediately after/ before picking up their child, but would not be willing to stay for very long</li> <li>• Many parents might have other obligations (e.g., shopping, family outing etc.) and hence would be unable to attend sessions on weekend evenings</li> </ul>



## A Preparing for solution provider-led group session (2/3)

5-7 days before the session

Steps	Details	Rationale
	<ul style="list-style-type: none"> <li>Remind school authorities to send flyers in children's diaries &lt;Sample flyer as shown in the following slides&gt;</li> <li>Remind school authorities to remind parents about the session when they come to pick up children 3-4 days before the session</li> <li>If the school provides transportation, request school authorities not to provide transportation to kindergarten students on the day of the session</li> </ul>	<ul style="list-style-type: none"> <li>Sending multiple reminders encourages parents to attend the meeting and take them seriously</li> <li>This forces parents to drop their children to school and attend the session</li> </ul>
<ul style="list-style-type: none"> <li><b>Inform the school authorities about the logistics they are expected to arrange</b></li> </ul>	<ul style="list-style-type: none"> <li>Inform school authorities to arrange for a projector and speakers to show the videos. Request them to check that the projector and speakers are working.</li> <li>Inform teacher to keep the product ready for display to parents</li> <li>Check with school authorities if arrangements have been made to seat the expected number of parents comfortably for a 30-40 minutes long session</li> </ul>	<ul style="list-style-type: none"> <li>Many schools may not have functional projectors and speakers, and may need to get them repaired or make alternate arrangement (e.g., renting the equipment)</li> <li>On the day of the session display the products in one corner of the classroom and let parents know that they can take a look at the product, at the end of the session</li> <li>Schools may need to modify their schedule to ensure that the hall/ ground is available for the meeting</li> </ul>
<ul style="list-style-type: none"> <li><b>Prepare all collaterals for the session (e.g., videos, presentations and flyers)</b></li> </ul>	<ul style="list-style-type: none"> <li>Shoot videos of classrooms showcasing conceptual learning in the school, to be used during the presentation</li> <li>Translate all collateral (e.g., videos, presentations and flyers) into local language</li> </ul>	<ul style="list-style-type: none"> <li>Parents are most engaged when they see their own children in videos/ photos</li> <li>Parents understand local languages</li> </ul>



## A Preparing for solution provider-led group session (3/3)

1-2 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"><li>• <b>Identify key parent concerns</b></li></ul>	<ul style="list-style-type: none"><li>• Discuss with the teachers and administrators before the session to identify the concerns</li></ul>	<ul style="list-style-type: none"><li>• This will help gain parents' interest and confidence e.g., <i>'Why is my child not getting homework?'</i></li><li>• Involving the teachers and administrators will help improve quality of support from them</li></ul>
<ul style="list-style-type: none"><li>• <b>Request the teachers and administrators to share feedback post the session</b></li></ul>		<ul style="list-style-type: none"><li>• Involving the teachers and administrators will help improve quality of support</li></ul>
<ul style="list-style-type: none"><li>• <b>Keep all required collateral ready</b></li></ul>	<ul style="list-style-type: none"><li>• Keep the videos to be showed to parents handy on a pen drive</li><li>• Keep a printed copy of key talking points and script</li><li>• Prepare and carry any additional material that the school is not expected to provide e.g., flyers, material to demonstrate home activities etc.</li><li>• On the day of the session, request school to individually call parents to remind them about the session</li></ul>	<ul style="list-style-type: none"><li>• This will help ensure that all the key points are covered</li><li>• This will help ensure high attendance</li></ul>





## B Conducting solution provider-led group session (1/3)

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Include following themes and messages in the session</b>  <i>&lt;Sample of detailed script in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Introduction:</i> set parent expectations and give an introduction on what would be covered during the session</li> <li>• <i>Ice breaker:</i> conduct a simple ice breaker at the start of the session which does not require a lot of space and can also engage parents who have not completed formal schooling easily</li> <li>• <i>Difference between rote and conceptual learning:</i> use videos to showcase difference between typical APS classrooms and classrooms using products <i>&lt;solution providers can also chose to use a presentation and use videos along with it.</i> <ul style="list-style-type: none"> <li>– Use video of a typical APS classroom, to demonstrate rote learning to parents</li> <li>– Use video of a classroom using the product to demonstrate activity based and conceptual learning to parents</li> <li>– Create standardized videos which can be used across schools</li> <li>– If possible, in addition to the standardized videos, use videos from the classrooms in the school to show parents that the product is being used by their own children</li> <li>– For full curriculum products videos of Math classrooms should be used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Some parents might expect discussion around the syllabus/ examinations and might be disappointed at the end of the session if right expectations are not set</li> <li>• This will help parents open-up and actively take part in the remainder of the session</li> <li>• Explaining these key concepts will help parents realise importance of the product</li> <li>• Parents find videos more engaging than verbal explanations or text</li> <li>• This saves time and effort for the solution provider</li> <li>• Parents are more engaged when they see their own children learning</li> <li>• Parents find Math classrooms more engaging as opposed to English or other general studies</li> </ul>



## B Conducting solution provider-led group session (2/3)

Steps	Details	Rationale
	<ul style="list-style-type: none"> <li>– Each video should not exceed 2 minutes</li> <li>– Ensure that all collateral is clearly visible in the video and the audio is loud and clear</li> <li>• <i>Importance of activity based learning:</i> use examples which the parents can relate with keeping in mind the APS context e.g., ask parents the difference between how they learnt the local language (which was through regular usage and experiences) and how children are typically taught English (which is usually through memorisation) to help them understand the importance of ABL</li> <li>• <i>Importance of product:</i> demonstrate simple , short, and interactive activities e.g., counting with dice               <ul style="list-style-type: none"> <li>– For full curriculum products demonstrate activities involving Math</li> <li>– Activity should be easy to understand and participate in with minimal instructions</li> <li>– Activity should not require more than 30 seconds to conduct</li> <li>– Activity should not require a lot of open space</li> <li>– Activity should not require any technical understanding</li> </ul> </li> <li>• <i>FAQs:</i> address key parent concerns raised by teachers and owner during preparation stage               <ul style="list-style-type: none"> <li>– Ask parents to share their experience or share video testimonials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To keep parents engaged as longer videos usually disengage the audience</li> <li>• This would help ensure parents understand the video</li> <li>• This will help parents understand the message</li> <li>• This will help keep the parents engaged and help them understand the importance of activity-based learning</li> <li>• Parents find Math activities more engaging as opposed to English or other general studies</li> <li>• Parents have a very short attention span and would lose interest if the activity is too long or requires too many instructions</li> <li>• Most schools organise the session in small classrooms with limited space to move around</li> <li>• Parents may get intimidated by technical activities or explanations</li> <li>• This will help gain parents' interest and confidence</li> <li>• Parents are most influenced by other parents they can identify with</li> </ul>



## B Conducting solution provider-led group session (3/3)

Steps	Details	Rationale
	<ul style="list-style-type: none"><li>• <i>Home activities:</i> share activities which parents can try at home<ul style="list-style-type: none"><li>– Share activities which the children would be able to do within 1-2 months of school</li><li>– Explain the rationale for doing the activities</li><li>– Demonstrate/ show video of the activities in front of the parents</li><li>– Make 1-2 parents roleplay the activities</li><li>– Do not share more than 2 activities in each session</li></ul></li><li>• <i>Thank school authorities and parents:</i> express gratitude towards parents for attending the session and thank school authorities for their support and effort</li></ul>	<ul style="list-style-type: none"><li>• This will encourage parents to interact with their children at home</li><li>• This would encourage parents to try the activities at home</li><li>• Demonstration/ video would help parents understand the product better</li><li>• Would help parents realize they are capable of conducting the activities at home</li><li>• Parents may not have time to understand and conduct more than 2 activities in one go and may not remember more than that later</li><li>• This will help improve quality of relationship with school authorities, who might become more cooperative and supportive in future</li></ul>



## C Assessing solution provider-led group session

Immediately after the session

### Steps

- Interview 3-5 parents < *Sample list of suggested questions in the following slides*>
- Collect phone numbers of 3-5 parents
- Discuss feedback and thank the administrators/ teachers

### Rationale

- This will help assess the effectiveness of the session and incorporate parent feedback for future sessions
- This will help conduct telephonic interviews at a later date
- This will help improve the quality by incorporating feedback for future sessions

3-5 days after the session

### Steps

- Interview 3-5 parents over phone <*Sample list of suggested questions in the following slides*>

### Rationale

- This will help assess the recall of key messages by parents



# Approaches to conduct parent orientation meetings

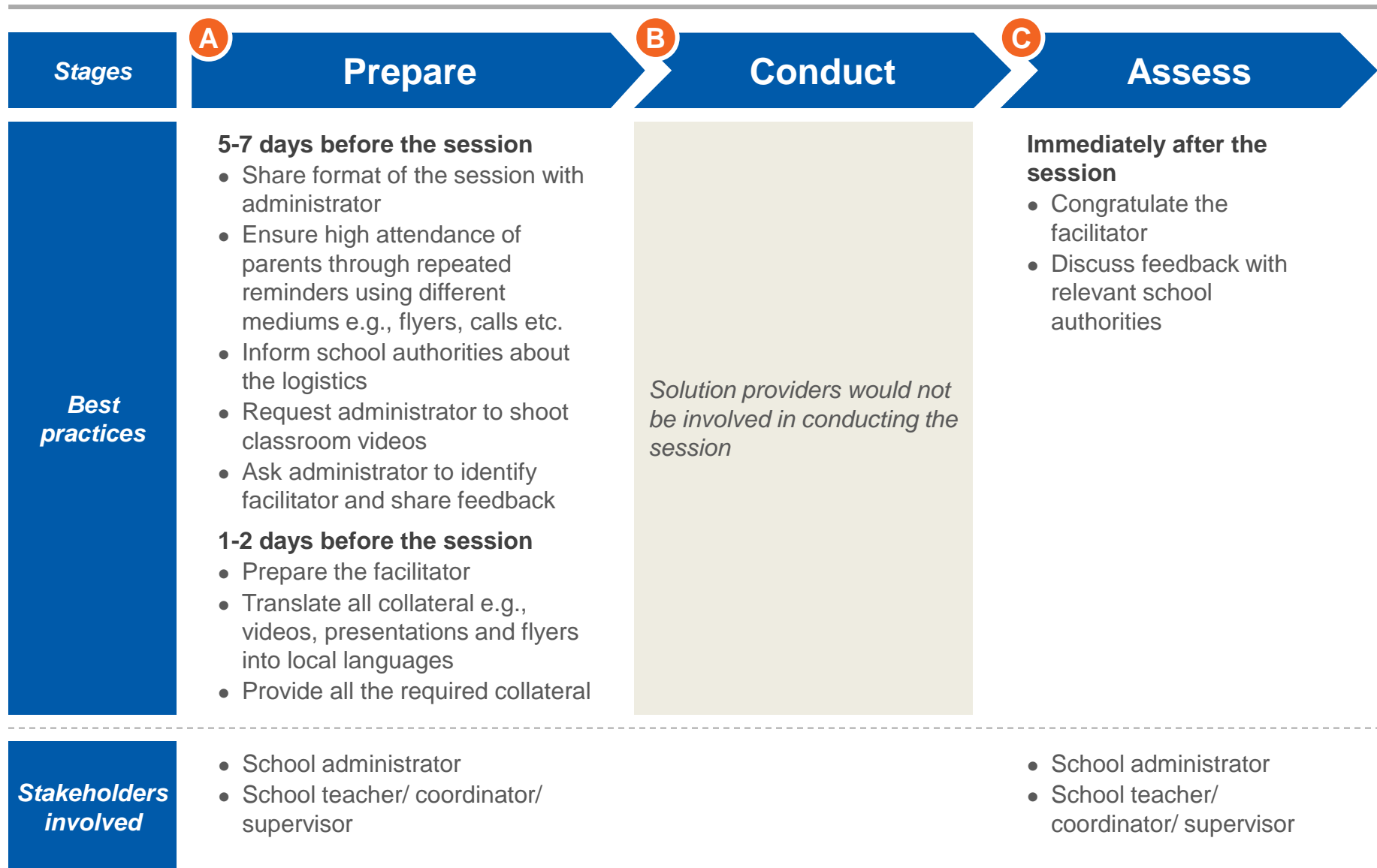
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## Parent orientation session

- 1 Solution provider-led group session
- 2 School owner-led group session



# High-level summary of school owner-led group session





## A Preparing for school owner-led group session (1/3)

5-7 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Share the format of the session with the administrator</b></li> <li>• <b>Ensure high attendance of parents by working with the school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Confirm the format and date for the session with the administrators</li> <li>• Request to schedule the PO along with the PTM, if any PTMs are conducted within the first 6 weeks of school. In case PTMs involve collecting fees or giving reminders for late payment etc. do not combine the PO and the PTM</li> <li>• In case no PTMs are scheduled, a separate session should be conducted and marketed as a session in which parents will get to know about their child's education</li> <li>• Request to schedule the session on a weekend morning/ afternoon or immediately after school on a on a weekday such that parents can pick up their children post the session</li> <li>• Remind school authorities to send flyers in children's diaries &lt;Sample flyer as shown in the following slides&gt;</li> <li>• Remind school authorities to remind parents about the session when they come to pick up children, 3-4 days before the session</li> <li>• If the school provides transportation, request school authorities not to provide transportation to kindergarten students on the day of the session</li> </ul>	<ul style="list-style-type: none"> <li>• This will help set correct expectations with the school authorities</li> <li>• Most parents do not prioritize attending school meetings, until and unless they involve sharing the child's assessment. Many parents might still avoid these school meetings if they involve payment of fees.</li> <li>• Most parents are working and hence would be unable to attend sessions held on weekdays</li> <li>• On weekdays parent might attend a session immediately after/ before picking up their child, but would not be willing to stay for very long</li> <li>• Many parents might have other obligations (e.g., shopping, family outing etc.) and hence would be unable to attend sessions on weekend evenings</li> <li>• Sending multiple reminders encourages parents to attend the meeting and take them seriously</li> <li>• This forces parents to drop their children to school and attend the session</li> </ul>



A

## Preparing for school owner-led group session (2/3)

5-7 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Inform the school authorities about the logistics they are expected to arrange</b></li> </ul>	<ul style="list-style-type: none"> <li>• Inform school authorities to arrange for a projector and speakers to show the videos. Request them to check that the projector and speakers are working.</li> <li>• Inform teacher to keep the product ready for display to parents</li> <li>• Check with school authorities if arrangements have been made to seat the expected number of parents comfortably for a 30-40 minutes long session</li> </ul>	<ul style="list-style-type: none"> <li>• Many schools may not have functional projectors and speakers, and may need to get them repaired or make alternate arrangement (e.g., renting the equipment)</li> <li>• Schools may need to modify their schedule to ensure that the hall/ ground is available for the meeting</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Request the owner/ principal to shoot videos of classrooms using the product which they can share with the parents</b></li> </ul>	<ul style="list-style-type: none"> <li>• Share a sample video with them for reference. &lt;Sample video as shown in the following slides&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are most engaged when they see their own children in videos/ photos</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ask the owner/ principal to decide who would be facilitating the session on the schools behalf</b></li> </ul>	<ul style="list-style-type: none"> <li>• Request the administrators to facilitate the session themselves</li> <li>• In case they are unable to facilitate the session request them to attend the session</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators hold more authority than teachers</li> <li>• Many administrators are more focused on higher classes, hence would require prior notice to attend a session for kindergarten</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Request owner/ principal to prepare all collaterals for the session (e.g., videos, presentations and flyers)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Translate all collateral (e.g., videos, presentations and flyers) into local language</li> </ul>	<ul style="list-style-type: none"> <li>• Parents understand local languages</li> </ul>





## A Preparing for school owner-led group session (3/3)

1-2 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Prepare the facilitator</b></li> </ul>	<ul style="list-style-type: none"> <li>• Send the video to be used by the facilitator and have a 15-20 minute preparatory phone call</li> <li>• During this call take them through the video and the key points to be covered during the video</li> <li>• Clearly explain the key points which they are to reiterate verbally after the video. Also send these key point through an email/ message.</li> <li>• Clarify any doubts or concerns they might have</li> <li>• Reiterate the importance of not deviating from the script</li> <li>• Share a few key concerns parents have and prepare the facilitator to address these concerns <i>&lt;Sample list of FAQs as shown in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>• This would help the facilitator get familiarised with the content</li> <li>• Facilitators generally do not take proper notes during the phone call</li> <li>• Facilitator tend to deviate based on their knowledge and comfort</li> <li>• This will help the facilitator address parents' concerns appropriately</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Request the teachers and administrators to share feedback post the session</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Provide the facilitator with all the required collateral i.e. flyers to be shared with parents <i>&lt;Sample as shown in the following slides&gt;</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Share your contact number with the facilitator to use in case of any further queries or concerns</li> <li>• On the day of the session, request school to individually call parents to remind them about the session</li> </ul>	<ul style="list-style-type: none"> <li>• This would help the facilitator feel comfortable and help in relationship building</li> <li>• This will help ensure high attendance</li> </ul>



## C Assessing school owner-led group session

Immediately after the session

### Steps

- Congratulate and thank the facilitator and administrators on successfully conducting the session
- Discuss feedback with relevant school authorities

### Rationale

- This will help in relationship building with the school
- This will help incorporate feedback for future sessions



# Summary of Illustrations

S. No.	Illustration	Solution provider-led group session	School owner-led group session
1	Sample script for solution provider-led group session	✓	
2	Sample script for school owner-led group session		✓
3	Sample flyer to be used to invite parents for the session	✓	✓
4	List of parent FAQs and their responses	✓	✓
5	Sample flyers given at the end of the session to share home activities	✓	✓
6	Sample videos to be used during the session	✓	✓
7	Questions to be asked to parents at the of the session	✓	
8	Questions to be asked to parents after 3-5 days	✓	



# Illustration: Sample script for solution provider-led session (1/4)

Talking points for facilitators	Related collaterals
<p><b>Introduction (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Welcome everyone and thanks for taking out time to attend this parent orientation session. Today we are conducting this session to help you understand             <ul style="list-style-type: none"> <li>How most schools use rote teaching methods</li> <li>How this school is using new and innovative techniques to teach your child</li> <li>What you can do to contribute to their education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<p><b>Ice-breaker (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Now we are going to do a quick ice breaker called 'Follow the leader'. Just do as I say. So when I say clap you all need to clap and when I say snap your fingers, you need to snap your fingers. <i>&lt;Do this exercise for 30 seconds.&gt;</i></li> <li>Now we are going to change the game a little. When I say clap, you need to snap your fingers. When I say snap, you need to clap. <i>&lt;Do this exercise for 30 seconds&gt;</i></li> <li>Now that we are all attentive lets move on.</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<p><b>Video explaining the importance of ABL and the need to demand ABL (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Now I will show you a quick video explaining why we are here <i>&lt;Show video explaining importance of ABL and the need to demand ABL. Sample video attached later&gt;</i>.</li> <li>As you saw in the video because of rote learning these kids do not actually understand the concept and hence do not do well in assessments. Some studies show that:             <ul style="list-style-type: none"> <li>39 out of 50 children entering Grade 1 could not read three simple three-letter English words</li> <li>48 out of 50 children entering Grade 1 could not frame simple three word sentences in English</li> </ul> </li> <li>Kids who are taught mainly by rote will not succeed in future because when they grow up they need to speak fluently in English. Hence you need to make your kids actually understand the concepts and not memorize them</li> </ul>	<ul style="list-style-type: none"> <li>Video in local language</li> </ul>



## Illustration: Sample script for solution provider-led session (2/4)

Talking points for facilitators	Related collaterals
<ul style="list-style-type: none"> <li>How do children learn their mother tongue? Did you ever sit down with your child and make them rote learn these words or did they pick up the language and vocabulary on their own listening to people around them and trying to imitate that? Hence best way to teach children is through activity based learning where they learn by trial and error, through practicing on their own</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<p><b>Importance of product (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Since the school recognizes the need to make your children understand concepts and not memorize them, they have invested in this product. <i>&lt;Intro to product&gt;</i></li> <li>This is how the product works. Lets see how to do this activity. <i>&lt;Demonstrate an activity with parents.&gt;</i></li> <li>Just like in the demo let's see how students learn concepts using the products. <i>&lt;Show video of children learning using the product in an interactive manner.&gt;</i></li> <li>Any questions?</li> <li>The product has been displayed for your reference. Feel free to check them out later and reach out to teachers for further details.</li> </ul>	<ul style="list-style-type: none"> <li>Video of classroom using product <i>&lt;Sample video as shown in the following slides&gt;</i></li> <li>If possible, video of students from the school using product from the school <i>&lt;Sample video as shown in the following slides&gt;</i></li> </ul>



# Illustration: Sample script for solution provider-led session (3/4)

Talking points for facilitators	Related collaterals
<p><b>FAQs (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Since we are using these new and innovative products there might be some change in the kind of school work being done and homework being given <i>&lt;Address the 2 biggest parent concerns shared by teachers.&gt;</i> <ul style="list-style-type: none"> <li>– Your child may not get as much homework as other children or the homework may be different</li> <li>– At times tuition teachers may not understand what is happening in class and may claim your child does not know anything, but do not worry about that since they have not been trained. Instead please reach out to the school authorities.</li> </ul> </li> <li>• Has anyone in this room seen any changes in their child's behavior since they started using the product? If not you will see positive changes in sometime e.g., increased curiosity, enjoying going to schools etc.</li> <li>• Any other questions? <i>&lt;FAQs and responses shared in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>
<p><b>Home activities (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• While the school is trying their best to improve the quality of education for your children you can also help improve your child's education. It does not require a lot of effort or time or any technical knowledge. Even if you can not read or write you can help your child. Some simple activities you can do at home are <i>&lt;List of activities shared in the 'on-going engagement' section&gt;</i> <ul style="list-style-type: none"> <li>– One lower kindergarten (LKG) activity: E.g., ask your child to identify letters in a book/ newspaper; Ask your child to match initial sounds e.g., among banana, tiger and car which words starts with 'ka' <i>&lt;Demonstrate the activity and then get 1 parent to do it/ show video of a parent doing the activity&gt;</i>. This will eventually help your child read and write English.</li> <li>– One upper kindergarten (UKG) activity: E.g., ask your child to find objects starting with the sound 'ba' e.g., banana, bag, book, bus, belt <i>&lt;Demonstrate the activity and then get 1 parent to do it/ show video of a parent doing the activity&gt;</i> This will eventually help your child read and write English</li> </ul> </li> <li>• Any questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant material for activity</li> <li>• Video of parent doing the activity <i>&lt;Sample video as shown in the following slides&gt;</i></li> </ul>

Note: Sections highlighted in blue are to be included only if the solution provider is engaging with parents by sending home activities as a part of the remote on-going engagement on a regular basis. Further details and description of home activities provided in the relevant section.



## Illustration: Sample script for solution provider-led session (4/4)

Talking points	Related collaterals
<p><b>Regular communication on Home activities (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• We plan to send you such activities regularly through flyers every month. Even if your child is unable to do these activities do not get worried. These activities are to help your child learn and not assess your child's capabilities. We will send 2-3 activities at the start of the month. Please do one activity each week to complete them all.</li> <li>• Other than sending the activities we will also reach out to you all from time to time to check whether or not these activities are helpful/ working.</li> <li>• With this we come to the end of our session but please feel free to ask any questions you may have. Also we would be sharing a flyer with all of you which broadly covers all the topics we discussed today and we have also listed the activities we showed you so you can do them at home easily.</li> <li>• Any questions?</li> <li>• <i>&lt;Handout flyers to parents; sample as shown in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>• Flyers <i>&lt;Sample as shown in the following slides&gt;</i></li> </ul>
<p><b>Thanking parents and school authorities (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Thank you all for attending the session. I hope this was helpful. We would also like to thank the school authorities for their constant support.</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>



# Illustration: Sample script for school owner-led session

## Talking points to be shared with facilitator

### Introduction (2 minutes)

- Welcome everyone and thanks for taking out time to attend this parent orientation session. Today we are conducting this session to help you understand
  - How most schools use rote teaching methods
  - How this school is using new and innovative techniques to teach your child
  - What you can do to contribute to their education
- I will play a quick video before we discuss anything. Please pay attention and watch it. *<Play video explaining ABL. Sample video attached later>*

### Reiteration of key points in the video (5 minutes)

- Just as you saw in the video, most schools teach using rote methods. But since this school is invested in your child's education we have invested in this new teaching technique.
- Let me also share a video of your children using this technique in addition to what you all have already seen. *<Show the video shot in school of children using the product. Sample video as shown in the following slides>*. As you saw in this video your children are learning concepts using new techniques, in an interactive way.
- We have displayed the product in that corner, please feel free to go through it later and ask any questions you may have. Any questions so far?
- Moving forward we are also sharing some home activities with you. *<Distribute the flyers with home activities>*. You saw the video on how to use them with your child. This will help your child learn better in future.
- Does any one have any questions?
- Thanks a lot for taking out the time to come for this meeting. Hope this was helpful for all of you.



# Illustration: Sample flyer to be used to invite parents for the session

## Happy Dream School

### Inviting all parents to the parent orientation session

**Date: 25<sup>th</sup> August, Saturday**

**Time: 1:45 PM**

The session would describe

- the teaching methods being used in the classrooms
- How can you help your child at home to actually understand concepts and not memorize them

**Ratta**



*Can recite nursery rhymes*

**Samajh**



*Can read simple English words*

#### Highlighting the date and time

*Objective:* Telling parents about the date and time of the session

#### Objectives of the session

*Objective:* Setting parent expectations

#### Introducing good markers

*Objective:* Communicating the difference between rote and conceptual learning



## Illustration: List of parent FAQs and their responses (1/2)

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### **Why does my child not get as much homework as before/ others?**

- Since your school has invested in this product, the school is following the curriculum designed by us. We have designed this curriculum based on international standards. While we do give the child homework, the nature of the homework might be different. For example, it might involve simple activities as opposed to reading and writing. We focus on activity based learning to help the child learn better which will eventually help them do better in life. If the child is not getting as much homework as others do not worry. It is because it is not required. Quality of the work they do is more important than the quantity.

### **Why is my child not learning to write English already?**

- We try to teach children the language in the most organic way possible so that as they grow-up they can read and write fluent English rather than mugging up. Just like you teach them their mother tongue at home which they can speak very fluently, we try to teach them English in a similar manner. This methodology is being used successfully worldwide. The process might be slower and children might take some time before they start writing but it would ensure that they learn to read, write and speak very good English – better than other kids as you will observe in the future.

### **My tuition teacher mentioned that my child is lagging, should I be worried?**

- As the children are following our specially designed curriculum, the teachers in the school have been trained for it. They understand the different components of the program and what all is important. However, tuition teachers do not. They are used to the traditional ways of rote learning hence would not understand whether your child is truly learning or not. If you face such a problem please contact the school teachers who would be able to help and guide you better than the tuition teachers.



## Illustration: List of parent FAQs and their responses (2/2)

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### **Will my child be able to cope with studies if we move to another city/ school without this product?**

- Since the curriculum being used is designed based on the expected learning outcomes of the syllabus recognized by the government, your child would be able to cope with any other school. We are working on strengthening the foundation of his education so that going forward he can pick up any and all concepts easily. Hence he should not face any trouble in such a scenario.

### **As a working parent who hasn't completed formal schooling, how can I help my child?**

- You do not need any educational background or much time to help your child learn. Even if you can spend 5-10 minutes everyday or every other day with your child while dropping them off to school or going grocery shopping etc. you would be able to make a lot of difference to your child's education. You can start by doing the simple activities we shared during the session. Meanwhile, the school and teachers are doing their best at the school, so you need not worry.

*As mentioned earlier, facilitators should reach out to teachers to understand parent concerns and prepare for these questions accordingly. Facilitator should use simple local language and examples from daily lives to help parents understand.*

# Illustration: Sample flyers given at the end of the session to share home activities

## Happy Dream UKG Home Activity for Parents

**Ratta**



*Can recite nursery rhymes*

**Samajh**



*Can read simple English words*

You can also help improve your child's education by doing a few simple activities at home

- Give your child 4 cards from a deck, where 3 are red and one is black. Ask your child "can you pick the odd one out?"
- Cut an Amul butter pack to make a 4 piece puzzle. Ask your child "Can you put these jumbled pieces back together?"



**Solution  
Provider Logo**

**Solution  
Provider Logo**

ABC Cartoons provide solutions in the form of teaching aids to help improve the quality of your child's education

### Name of school

*Objective:* Reinforce to parents that school has invested in a new product

### Introducing markers to test concepts

*Objective:* Communicate difference between rote and conceptual learning

### Home activities

*Objective:* Improve learning outcomes through home engagement

### Product Information

*Objective:* Improve product recall among parents so they can talk about it to other parents



## Illustration: Sample videos to be used during the session

S No.	Video link	Description	Solution provider-led group session	School owner-led group session
1	<a href="https://www.youtube.com/watch?v=7KEmzXVRpmg&amp;index=7&amp;list=PLsIUNnCPogr5ORFK5KNGXBaR4g7JiMfq8">https://www.youtube.com/watch?v=7KEmzXVRpmg&amp;index=7&amp;list=PLsIUNnCPogr5ORFK5KNGXBaR4g7JiMfq8</a>	<b>Mock session:</b> This video demonstrates what a mock PO session should look like. Solution providers can use this video as a reference to develop the script and conduct the session.	✓	
2	<a href="https://youtu.be/AUuaGIm6qbA">https://youtu.be/AUuaGIm6qbA</a>	<b>Video explaining ABL:</b> This video explains the importance of ABL and the need for parents to demand ABL. Solution providers can use this video or use it as reference to shoot their own video.	✓	✓
3	<a href="https://www.youtube.com/watch?v=bKZRMg-1vjY&amp;list=PLsIUNnCPogr5ORFK5KNGXBaR4g7JiMfq8&amp;index=11&amp;t=83s">https://www.youtube.com/watch?v=bKZRMg-1vjY&amp;list=PLsIUNnCPogr5ORFK5KNGXBaR4g7JiMfq8&amp;index=11&amp;t=83s</a>	<b>ABL classroom:</b> This video demonstrates what a video to show conceptual/ good learning should look like. Solution providers can use this video as a reference to shoot their own video or use this video to explain the concept of conceptual learning to parents.	✓	

# Illustration: Questions to be asked to parents at the of the session (1/3)

Objective	Parent interview questions
Help parents understand the <b>difference between rote and conceptual learning</b> and the role that activity based learning plays in achieving “true” learning	<p>Out of the following 5 options, which of the 2 are most important for your child to learn in Math</p> <p><i>(Instructions: Share the 5 options and ask parents to pick any 2 options.)</i></p> <ul style="list-style-type: none"><li>• Say #'s from 1-50 in correct order</li><li>• Count and give 8 objects</li><li>• Write numbers</li><li>• Learn spelling of number names</li><li>• Recite tables</li></ul> <p>Answer: 1 of the 2 options selected by the parents should be: <i>Count and give 8 objects</i></p>
	<p>Out of the following 5 options, which of the 2 are most important for your child to learn in English</p> <p><i>(Instructions: Share the 5 options and ask parents to pick any 2 options.)</i></p> <ul style="list-style-type: none"><li>• Recite poems</li><li>• Practice cursive writing</li><li>• Read new 3 letter words</li><li>• Learn words by heart</li><li>• Recite A to Z</li></ul> <p>Answer: 1 of the 2 options selected by the parents should be: <i>Read 3 letter words</i></p>

# Illustration: Questions to be asked to parents at the of the session (2/3)

Objective	Parent interview questions
Help parents <b>recognize that their child is demonstrating conceptual learning</b>	<p>What would you ask your child to check if they are actually learning in Math/ English?  <i>(Instructions: Do not share any prompts or options with the parents.)</i></p> <p>Answer: Parents should mention at least 1 of these markers to test concepts or their variants</p> <ul style="list-style-type: none"> <li>– Math               <ul style="list-style-type: none"> <li>○ Counting items - ask the child to hand 13 beans from a bowl</li> <li>○ Identifying largest number - ask child which is the largest number among 2,5,9,6 and 4</li> <li>○ Abstract addition - ask the child if I had 2 apples in a bowl and I added 2 more how many apples would I have in total</li> </ul> </li> <li>– English               <ul style="list-style-type: none"> <li>○ Matching initial sound – ask the child to identify, among car, tiger and banana which words starts with ‘ba’</li> <li>○ Reading new words – ask the child to read these simple words jug, map and net</li> <li>○ Speaking – ask the child to describe their favorite cartoon/ daily morning routine before and after school</li> <li>○ Speaking in English – ask the child to look at a photo of a park and describe what is happening in English</li> </ul> </li> <li>– Executive function               <ul style="list-style-type: none"> <li>○ Completing puzzle – ask the child to complete a simple 4 piece puzzle</li> <li>○ Shape recognition – ask the child to recognize shapes in the environment</li> </ul> </li> </ul>

## Illustration: Questions to be asked to parents at the of the session (3/3)

Objective	Parent interview questions
Ensure that parents <b>recognize the role that products and schools</b> play in achieving conceptual learning	<p>How are English / Math taught differently in this school? (or) Are you aware of any new approaches the school is using to teach English and Math? <i>(Instructions: Ask the second question, only if parents answer the first question incorrectly.)</i></p> <p>Answer: Parents should mention at least 1 of these</p> <ul style="list-style-type: none"><li>• Names an activity</li><li>• Names the service provider</li><li>• Identifies benefits of activity based learning over traditional approach <i>(e.g. my child reads new words using phonics)</i></li></ul> <p><i>(Instructions: If parents give the desired answer in response to any one of the questions, mark it correctly.)</i></p>





## Illustration: Questions to be asked to parents after 3-5 days

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- Did you receive the flyers with the markers that test concepts?
- Do you remember any marker that tests concepts?
- Have you tried a marker that tests concepts with your child? Why?
- Have you tried the marker that tests concepts with other children in the neighborhood? Why?
- Do you need any additional information to do the marker that tests concepts? Why?
- Have you tried any variations?



# Challenges with administrator/ principal engagement

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- **Challenge 1**: Data from FSG pilots shows that administrators are usually not engaged in monitoring the intervention and this leads to a poor quality of implementation
  - While support and monitoring from administrators/ principals can improve implementation significantly, APS administrators lack the expertise required to lead successful school transformations; they are **often not aware of their responsibilities in terms of ensuring effective implementation and may not be aware of the right indicators to gauge quality**
- **Challenge 2**: Administrators primarily have financial motivations, and **would only want to renew a solution which helps them differentiate in the competitive micro market**. This includes two key activities:
  - Demonstrate the benefits of the solution to administrators
  - Support the school in retaining existing students and increasing enrolments next year

# During visits, educate administrators on the solution while soliciting their involvement in implementation (1/2)

## Flow of the session

### Only during orientation

- Introduce administrator to solution & explain key benefits
  - Do not use technical terms and jargon
- Provide relevant contact details
  - Ensure that the details of the relevant points of contact, software, etc. for service level issues, finance issues, and escalation of matters are provided to the administrator

### During all visits

- Provide an overview of the key challenges expected and what the administrator can do to address those challenges
  - Share an FAQ document listing key challenges that teachers are likely to face & complaints that parents are likely to raise, with rationale and suggested responses to the both group's concerns
- Stress the importance of administrator involvement in ensuring successful implementation
  - Ask administrator to visit the classroom to observe whether solution is implemented

## Sample collateral

Scroll below see full-size versions

### Benefits of the program

- Students will be able to read full sentences on their own by the end of Sr. KG  
e.g., My mug is red and it has hot water in it.
- Students will improve at spelling difficult words, and be able to read them independently  
e.g., rabbit, bathtub, laboratory, chocolate, etc.
- Children will be able to recognize sounds in words and begin reading unfamiliar words  
e.g., Recognize sounds in 'bring' (br-i-ng), 'Maharashtra' (Ma-ha-rash-tra), 'stench' (st-en-ch)
- The speed and accuracy of your child's reading will improve, getting them ready for 1<sup>st</sup> standard. This means they will be able to read their textbooks more correctly and with greater speed than if they did not have phonics.

### Tips for Supporting Teachers

- BEING PREPARED FOR CLASS:**  
Please ensure teachers spend 1-2 hours of planning time in a week, going over lesson plans together, clarifying doubts over a call with the trainer, practicing the English sounds, and getting the materials ready.
- COMPLETING THE SYLLABUS:**  
Please check-in with your teachers once in two weeks to see if they are progressing on the session plan as per the expectations. Please refer to page \_\_\_\_ of the manual for the syllabus, and to know what the ideal completion for each month.
- FOLLOWING THE LESSON PLAN:**  
Using the observation checklist on page \_\_\_\_ of the manual, please visit your teachers' classrooms once a month to ensure they are following the instructions in the teacher manual. Please reach out to your school's Relationship Manager if you have concerns.
- RESOURCES AND SPACE:**  
Please ensure that teachers have access to the resources they need to successfully implement 'Fun with Phonics.' Please refer to page \_\_\_\_ of the manual for a list of all the material teachers will require to conduct the activities. Please support teachers if they need to move furniture around, take children outdoors, or use the A/V system.

### FAQs for owners on teachers' challenges (2/2)

Q2. Teacher struggles with the English level of the new curriculum  
A2. While the learning management team of the program is providing regular training and support, some teachers might struggle initially with the English level of the curriculum. FwP has provided copies of the curriculum and lesson plan in the local language, and the teachers may refer to them instead of the material in English for the first few months.

### FAQs for owners on parents' concerns (1/2)

In the initial months of implementation, since Fun with Phonics (FwP) approach is new and different from traditional rote learning, parents will have some concerns and questions about the changes. While FwP will be conducting a parent orientation session to explain the product and set expectations for parents, this sheet can be used by owners to address specific questions which parents might raise. If you face a question which is not addressed in this document, please reach out to your assigned learning manager for support. Some common questions of parents and how these can be addressed are as follows:

Q1. Why are children not getting as much homework from the school?  
A1. We do give homework, we call them Activity sheets – these sheets are to be completed by children on their own at home. Children learn by engaging – through play and interactions. FwP approach is where the child becomes a self-learner and we believe that giving excess homework or written work to children is harmful to the growth of children. Rote learning and copying/ writing on notebooks does not achieve conceptual learning.  
We give the Activity sheets so children can have fun at home, and are not pressurized. Children will enjoy doing these sheets, and then eventually they will become self-learners.  
(Owner can show a FwP video of children reading unfamiliar words to demonstrate the point better during parent orientation or during a PTM. They can also give the rationale behind the importance of skills developed using the Activity sheets e.g., coloring develops recognition skill, movement and motor skills, and hand-eye coordination)

Q2. Will my child be sufficiently prepared for Grade 1 after completing the FwP KG program?  
A2. FwP curriculum focuses on conceptual understanding and therefore does not overload the child with unnecessary rote learning. Children learn better through doing and interacting and our classes are set up to promote this. Thus through activities we focus on helping your children master basic concepts that prepares them for grade school.

# During visits, educate administrators on the product while soliciting their involvement in implementation (2/2)

## Flow of the session

- **Share a video of a classroom taken that day**
  - Voiceover key solution elements while showing the administrator the video. If implementation is poor, show a video of classroom implementation at a model APS
- **Share performance of school on parameters assessed during monitoring visit**
- **Share at least 2 simple markers to test concepts of expected learning outcomes**
  - E.g., your children will be able to identify the shapes circle and square after the end of 3 months

## Sample collateral

Scroll below see full-size versions

Logo

Name of organization  
Tagline

School Report (for owners) Page 1/2

Date of visit: / /  
Name of school:

Learning Manager:  
School rating for the month of:

What is going well in your classrooms	Improvement areas for your school
1. ...	1. ...
2. ...	2. ...
3. ...	3. ...
4. ...	4. ...
5. ...	5. ...

Logo

Name of organization  
Tagline

School Report (for owners) Page 2/2

How you can assess your children's learning outcomes

With your Sr. KG children, do the following activities: <ul style="list-style-type: none"> <li>Maths - Which is the largest number? (Show 6 numbers up to 20 in jumbled order)</li> <li>English - Can you read "SAT"? (Write SAT on a piece of paper and ask the child to read)</li> </ul>	With your Jr. KG children, do the following activities: <ul style="list-style-type: none"> <li>Shape recognition - Can you identify a circle shaped item around us?</li> <li>English - Can you name as many animals/ fruits/ eating items?</li> </ul>
--	---

Learning management point of contact details: \_\_\_\_\_  
Sales point of contact details: \_\_\_\_\_  
Escalation point of contact details: \_\_\_\_\_



## Illustration: An ideal administrator orientation session

*Click on the image to view the video on YouTube*



Ideal flow of an effective owner orientation session

# Illustration: Handout for administrators providing an overview of the solution's benefits and tips for supporting teachers



## Benefits of the solution

1. Students will be able to **read full sentences on their own** by the end of Sr. KG  
e.g., My mug is red and it has hot water in it.
2. Students will **improve at spelling difficult words**, and be able to read them independently  
e.g., rabbit, bathtub, laboratory, chocolate, etc.
3. Children will be able to recognize sounds in words and **begin reading unfamiliar words**.  
e.g., Recognize sounds in 'bring' (br-i-ng), 'Maharashtra' (Ma-ha-rash-tra), 'stench' (st-en-ch)
4. The speed and accuracy of your child's reading will improve, getting them ready for 1<sup>st</sup> standard. This means they will be able to **read their textbooks more correctly and with greater speed** than if they did not have phonics.

Front



## Tips for Supporting Teachers

### 1. BEING PREPARED FOR CLASS:



Please ensure teachers spend 1-2 hours of planning time in a week, going over lesson plans together, clarifying doubts over a call with the trainer, practicing the English sounds, and getting the materials ready

### 2. COMPLETING THE SYLLABUS:

Please check-in with your teachers once in two weeks to see if they are progressing on the session plan as per the expectations. Please refer to page \_\_\_\_ of the manual for the syllabus, and to know what the ideal completion for each month.



### 3. FOLLOWING THE LESSON PLAN:

Using the observation checklist on page \_\_\_\_ of the manual, please visit your teachers' classrooms once a month to ensure they are following the instructions in the teacher manual. Please reach out to your school's Relationship Manager if you have concerns.

### 4. RESOURCES AND SPACE:

Please ensure that teachers have access to the resources they need to successfully implement "Fun with Phonics." Please refer to page \_\_\_\_ of the manual for a list of all the material teachers will require to conduct the activities. Please support teachers if they need to move furniture around, take children outdoors, or use the A/V system.

Back

## Illustration: Markers that test concepts to share during administrator orientation



Logo

Please visit one of your Sr.KG classes in August, select 5 kids at random, and ask them 2 simple questions:

English	Mathematics
<ul style="list-style-type: none"><li>• Among banana, tiger and car which of the words has the sound 'ba'?</li><li>• Can you read: cat, jug, nap, mud? <i>(Write words on paper and ask the child to read)</i></li></ul>	<ul style="list-style-type: none"><li>• <i>(Use 20 beans in a bowl)</i> Can you hand me 7 beans? Now can you hand me 13 beans?</li><li>• <i>(Use 4 of hearts from a deck of card)</i> This card has the number 4 with 4 big red hearts. If I were to add 2 more hearts, how many hearts would there be in total?</li></ul>



# Illustration: Administrator tips for supporting teachers



## Administrator tips for supporting teachers

In the initial months of implementation, since Fun with Phonics (FwP) is a new approach and different from traditional/ rote learning, teachers will likely face some challenges. Some common challenges of teachers and how these can be addressed are as follows:

**Q1.** Teachers will complain of/ feel they are being burdened by an increased workload

**A1.** While FwP will be orienting teachers about these challenges and how to address them, if administrators are faced with these concerns, they should reassure to teachers that as with any new implementation, certain initial challenges will be faced but once these are addressed, implementation will be easier and children will learn better.

The administrator should ask the teachers why they feel burdened, understand the reason, and respond accordingly.

Reason for feeling of increased workload	Solution to help manage workload
Teacher does not have access to all the required TLMs for a session (either FwP did not deliver the TLMs in time, or they are not available through the school)	<ul style="list-style-type: none"> <li>FwP should ensure that all TLMs are delivered on time; the administrator should follow-up with FwP</li> <li>Administrator/ principal should ensure that teachers have access to all TLMs throughout the year, and no TLMs are kept locked up/ unused</li> </ul>
Teacher does not take out sufficient time to prepare in advance of each session	<ul style="list-style-type: none"> <li>Administrator/ principal should insist that teachers prepare at least 3 days in advance for every session (5-10 minutes to read the plan, 30 minutes to get the required material for the session ready)</li> <li>Administrator/ principal must include planning as part of the timetable</li> </ul>
Teacher does not get sufficient support to prepare for each session	<ul style="list-style-type: none"> <li>Administrator should provide, where required, helpers/ support staff to teachers for getting material ready (e.g., cutting chart paper into shapes)</li> </ul>





# Illustration: FAQs for administrators on teacher challenges



## FAQs for administrators on teachers' challenges (2/2)

- Q2.** Teacher struggles with the English level of the new curriculum
- A2.** While the learning management team of the program is providing regular training and support, some teachers might struggle initially with the English level of the curriculum. FwP has provided copies of the curriculum and lesson plan in the local language, and the teachers may refer to them instead of the material in English for the first few months
- Q3.** Teacher struggles with classroom management in the new set-up due to lack of facilitation skills
- A3.** Administrator should inform the learning manager (LM) and the LM can step in to provide support on how to manage class better (using demos, videos of CRM techniques such as circle time)
- Q4.** Teacher struggles with classroom management in the new set-up due to some infrastructure challenges
- A4.** Administrator should check how they can be solved internally (E.g., if more space is required, perhaps class can be conducted in an open area or excess furniture can be moved out, or if teachers are struggling to balance the additional books, then the administrator may need to do away with some of the extra books or help them map the curriculum better with the LM's support)
- Q5.** Teacher struggles to use the child assessment software
- A5.** Administrator should raise this with the LM and get the LM to provide support to the teacher on the software
- Q6.** Any other issues
- A6.** Administrator should record the exact issue, and make sure it is raised in the next check-in with the LM – the administrator and the teachers should sit together with the LM to find a solution



## Illustration: FAQs for administrators on parents' concerns



### FAQs for administrators on parents' concerns (1/2)

In the initial months of implementation, since Fun with Phonics (FwP) approach is new and different from traditional/ rote learning, parents will have some concerns and questions about the changes. While FwP will be conducting a parent orientation session to explain the product and set expectations for parents, this sheet can be used by administrators to address specific questions which parents might raise. If you face a question which is not addressed in this document, please reach out to your assigned Learning Manager for support. Some common questions of parents and how these can be addressed are as follows:

**Q1.** Why are children not getting as much homework from the school?

**A1.** We do give homework, we call them Activity sheets – these sheets are to be completed by children on their own at home. Children learn by engaging – through play and interactions. FwP approach is where the child becomes a self-learner and we believe that giving excess homework or written work to children is harmful to the growth of children. Rote learning and copying/ writing on notebooks does not achieve conceptual learning.

We give the Activity sheets so children can have fun at home, and are not pressurized. Children will enjoy doing these sheets, and then eventually they will become self-learners.

(Administrator can show a FwP video of children reading unfamiliar words to demonstrate the point better during parent orientation or during a PTM. They can also give the rationale behind the importance of skills developed using the Activity sheets e.g., coloring develops recognition skill, movement and motor skills, and hand-eye coordination)

**Q2.** Will my child be sufficiently prepared for Grade 1 after completing the FwP KG program?

**A2.** FwP curriculum focuses on conceptual understanding and therefore does not overload the child with unnecessary rote learning. Children learn better through doing and interacting and our classes are set up to promote this. Thus through activities we focus on helping your children master basic concepts that prepares them for grade school.



## Illustration: FAQs for administrators on parents' concerns



### FAQs for administrators on parents' concerns (2/2)

- Q3.** Why is my child being asked to sit on the floor, is encouraged to not wear shoes and ties, etc.?
- A3.** We believe that children learn best when they are most comfortable. While sitting on the ground, they get more space for activities and it gives them a feeling of being at home. Also, children in this age group need to be able to move around when required and this set up allows for that to happen without disrupting the classroom.
- Q4.** The tuition teacher is insisting that the child is behind his peers from other schools in terms of syllabus being covered
- A4.** (refer to A1)
- Q5.** How do we know if our child is really learning? If we wait till the end of the year and they are behind their peers, then we would have wasted a year
- A5.** Parents will notice that their child is interested in his/her work and excited about school. FwP will also regularly share markers that test concepts that parents can easily use to check for understanding at home.

# Illustration: School report for a feedback visit

<b>Logo</b>	<b>Name of organization</b> <i>Tagline</i>
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## School Report (for owners)

Page 1/2

Date of visit: \_\_/\_\_/\_\_

Name of school:

Learning Manager:

School rating for the month of:

<b>What is going well in your classrooms</b>	<b>Improvement areas for your school</b>
1. ...	1. ...
2. ...	2. ...
3. ...	3. ...
4. ...	4. ...
5. ...	5. ...

<b>Logo</b>	<b>Name of organization</b> <i>Tagline</i>
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## School Report (for owners)

Page 2/2

How you can assess your children's learning outcomes

<b>With your Sr. KG children, do the following activities:</b> <ul style="list-style-type: none"> <li>• Math - Which is the largest number? (Show 6 numbers up to 20 in jumbled order)</li> <li>• English – Can you read “SAT”? (Write SAT on a piece of paper and ask the child to read)</li> </ul>	<b>With your Jr. KG children, do the following activities:</b> <ul style="list-style-type: none"> <li>• Shape recognition - Can you identify a circle shaped item around us?</li> <li>• English - Can you name as many animals/ fruits/ eating items?</li> </ul>
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Learning management point of contact details: \_\_\_\_\_

Sales point of contact details: \_\_\_\_\_

Escalation point of contact details: \_\_\_\_\_

Front

Back

# Best practices for remote engagement with teachers (1/2)

Remote engagement with teachers is a cost effective way of supplementing in-person visits to the school and helps to resolve queries as and when they arise, leading to immediate course correction

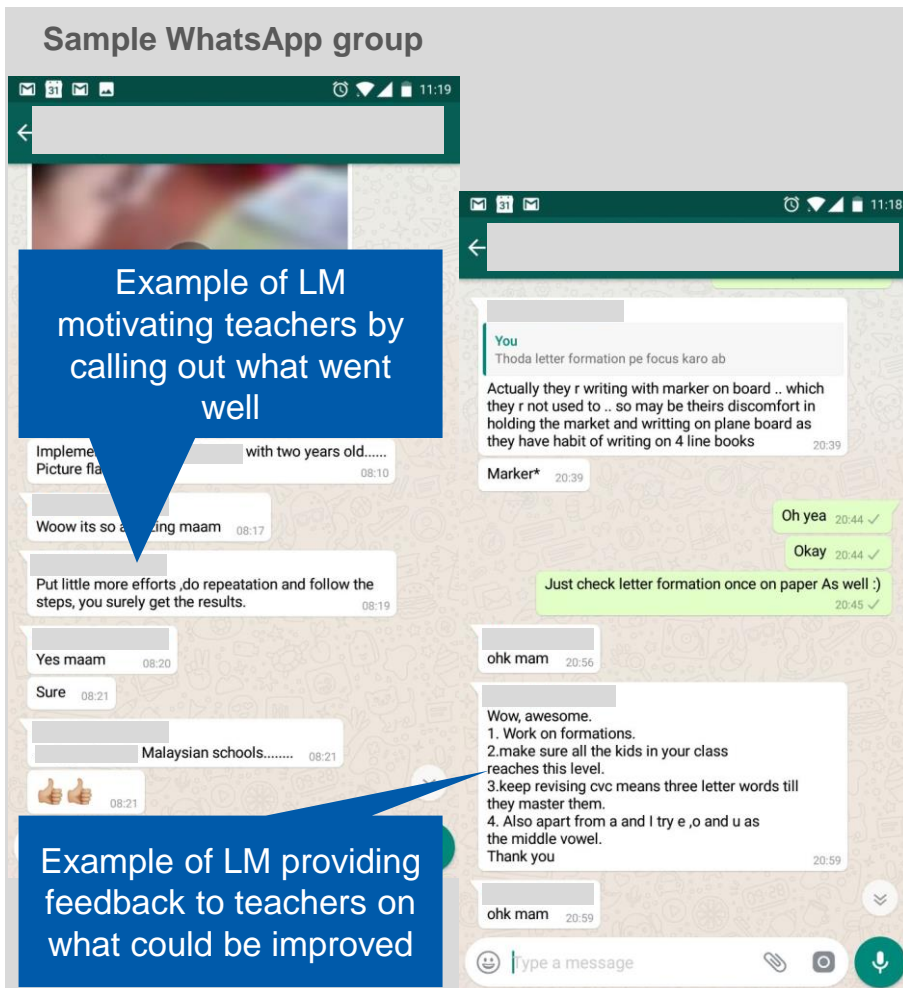
## WhatsApp<sup>1</sup> group (1/2)

### ● Setting up the WhatsApp group

- Formed by the Learning Manager assigned to the schools
- Includes the same cohort of teachers trained during centralized training
- Excludes administrators/ principals: a separate group for principals may be created to periodically share updates

### ● Establish group norms and culture

- Send messages only between 9am – 6pm
- Do not expect immediate responses past a certain time
- Do not forward irrelevant messages



1. A risk of this medium is it could lead to discussions that criticize the solution provider and hence moderating the group is key



# Best practices for remote engagement with teachers (2/2)

---

## WhatsApp<sup>1</sup> group (2/2)

- **Role of the Learning Manager**

- Lead/ moderate the group
- Do not assign admin responsibilities to any participant from the school (e.g., teacher/ coordinator)
- Ensure one participant from each school coordinates with teachers without smartphones or internet
- Share videos of good APS classroom implementation and call out what went well
- Motivate teachers by calling out key success stories
- Ensure positive reinforcement every time a teacher shares content on the group

- **Expectation from teachers**

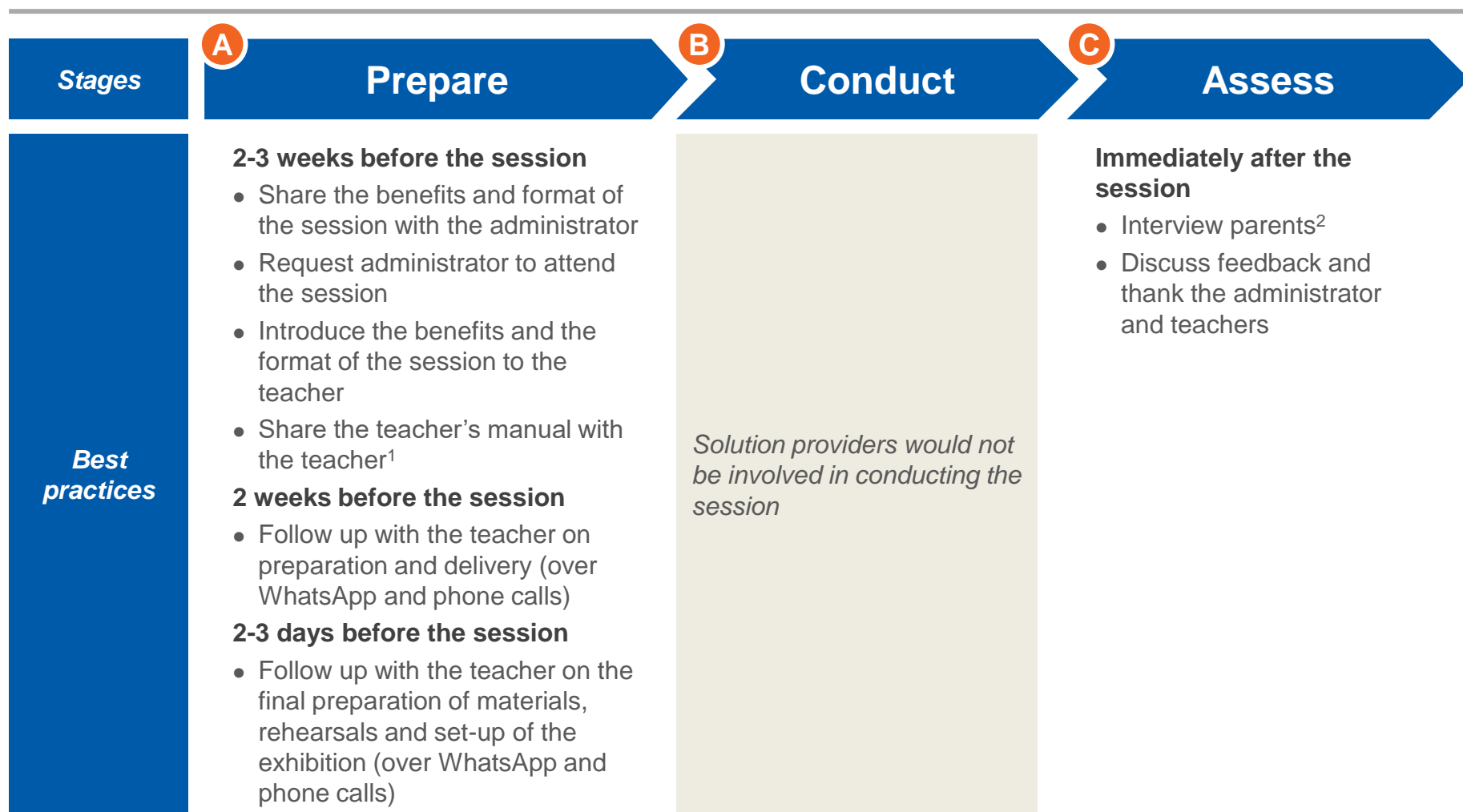
- Share a 2 minute classroom video or photographs every month
- Respond to questions confirming training dates, classroom observation schedules etc.

- **On-call support<sup>2</sup>**

- Learning Manager can offer his/her mobile number to teachers
- Teachers can reach out to the Learning Manager to clarify doubts and raise concerns

1. A risk of this medium is it could lead to discussions that criticize the solution provider and hence moderating the group is key; 2. While a few solution providers have piloted this approach, PIPE hasn't had sufficient exposure to comment on benefits and challenges at scale

# High-level summary of session



**Learning Managers should attend some learning exhibitions, if not all, in an academic year to oversee implementation and collect feedback**

## A Preparing for the session (1/2)

	Steps	Details	Rationale
2-3 weeks before the session	<ul style="list-style-type: none"> <li>• <b>Share the benefits and format of the session with the administrator and confirm the date for the session</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the benefits of the session               <ul style="list-style-type: none"> <li>– Demonstrates the teacher's contribution to the child's learning among administrator, parents and the community</li> <li>– Provides an opportunity to parents to understand how well their children are learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To get buy-in from the administrator</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Request administrator to attend the session</b></li> </ul>		<ul style="list-style-type: none"> <li>• To give administrators prior notice to attend a session for lower grades, since they are typically focused on higher classes</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Introduce format of the session with 1-2 teachers teaching the class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Share the design of the session<sup>1</sup>: A 2 hour event with 5-10 stalls where               <ul style="list-style-type: none"> <li>– 3 students per stall display their learning in key concepts of Math or English</li> <li>– Parents spend ~5 minutes per stall to observe and interact with the students</li> <li>– Teacher explains the benefit of the activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To help the teacher understand the expected design of the session</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Share the manual with the teacher<sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>• Walk the teacher through the manual which includes details on               <ul style="list-style-type: none"> <li>– Role (before and after the session)</li> <li>– Tasks (e.g., sharing pictures of materials prepared with the trainer)</li> <li>– List of activities to choose from</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To help the teacher understand his/her role and responsibilities in preparing and conducting the learning exhibition</li> </ul>



## A Preparing for the session (2/2)

2 weeks before the session	Steps	Details	Rationale
	<ul style="list-style-type: none"> <li>Follow up with the teacher on preparation and delivery (over WhatsApp and phone calls)</li> </ul>	<ul style="list-style-type: none"> <li>Ask the teacher for updates on selected list of activities, selected students and the final location for the exhibition</li> <li>Request for               <ul style="list-style-type: none"> <li>Pictures of the materials prepared and location chosen</li> <li>Pictures of invites to send to parents</li> <li>Videos of students practicing the activities</li> <li>Video of teacher explaining the benefits of the activities</li> </ul> </li> <li>Provide feedback on each of the above collaterals</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that the teacher is on track with the preparation of materials, students and logistics for the set-up</li> <li>To provide timely feedback on the activity collaterals and rehearsals</li> </ul>
2-3 days before the session	Steps	Details	Rationale
	<ul style="list-style-type: none"> <li>Follow up with the teacher on the final preparation and set-up of the exhibition (over WhatsApp and phone calls)</li> </ul>	<ul style="list-style-type: none"> <li>Request for               <ul style="list-style-type: none"> <li>Videos of the final student rehearsals</li> <li>Video of teacher explaining the benefits of the activities</li> <li>Picture of the final set-up with the stalls, learning materials and posters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To ensure that the preparation and set-up is complete for the exhibition</li> <li>To refine the final materials and the set-up of the exhibition</li> </ul>



## C Assessing the session

Immediately after the session

Steps	Rationale
<ul style="list-style-type: none"> <li>Interview 3-5 parents to collect feedback for the session and test for brand recall</li> </ul>	<ul style="list-style-type: none"> <li>To assess the effectiveness of the session and incorporate parent feedback for future sessions</li> </ul>
<ul style="list-style-type: none"> <li>Discuss feedback and thank the administrators/ teachers</li> </ul>	<ul style="list-style-type: none"> <li>This will help improve the quality by incorporating feedback for future sessions</li> </ul>

# Illustration: Design of the learning exhibition

Work-station set up



Branding efforts



Parents engaged at work stations



# Teacher's manual | Key steps for teachers to successfully conduct a learning exhibition

## Objectives

- To provide teachers a detailed guide that helps in planning and execution of the session
- To help the solution provider's trainer coordinate the planning and execution of the session remotely

## Key steps for teachers

- 1 Teachers should plan for activities and logistics, send invitations and rehearse with students
- 2 Teachers should share update on progress with LM as per agreed timelines
- 3 Teachers should comply with 5 key steps while conducting an exhibition

# Teachers should plan for activities and logistics, send invitations and rehearse with students

---

1.1



## SELECT

- Select activities<sup>1</sup>
  - Select students
  - Select location
- 

1.2



## ORGANIZE

- Prepare materials required and templates for all activities
  - Prepare students to conduct the activities
  - Prepare a list of benefits to communicate to the parents
  - Prepare and send invites to send parents
    - Share invites through WhatsApp
    - Stick invite posters where parents typically pick-up children
- 

1.3



## REHEARSE

- Practice introduction with parents
- Conduct rehearsals of each activity with students
- Get feedback from trainer

## 1.1 Guidelines to select the list of activities

### Guidelines

- **Topics**
  - Select topics that have already been covered in class e.g., single digit addition
  - Answer key questions that parents have. e.g., Can my child read?, Can my child do addition/subtraction sums?
- **Participation**
  - Decide no. of activities and distribute responsibilities in a way such that all students are engaged in the session. Students can be involved in activities such as managing workstations, welcoming parents, setting-up the exhibition, etc.
  - Involve not more than 3-5 students per workstation
  - Involve an active role from parents (e.g. play a game or ask question)
- **Logistics and Preparation**
  - Use materials that can be easily procured from neighborhood stores
  - Confine activities to the classroom space available in the school
  - Require < 15mins of preparation time

### Sample list of activities

#### Math

- **Compare number cards:** Parents and students pick from a pile of cards and the one with the bigger number keeps the card
- **Biggest number:** Parents pick numbers at random and the student makes the biggest number

#### Language

- **Picture talk:** Parents pick a picture and the students explain the scene in the picture
- **Identify the beginning sound of a word:** Parents pick a word and the students speak aloud the beginning sound

#### Cognition

- **Puzzles:** Parents ask students to solve a puzzle from a set



# Prepare descriptions for each activity to share with the learning managers

## Guidelines

- Include a description of the flow of the activity to depict
  - Role of the students
  - Role of parents
- Includes a list of learning materials required

## Sample activity

**Activity** – Compare number cards

### Materials Required

- 30 number flash cards

### Flow of the activity

- Child picks-up a number flashcard
- Parent picks-up a number flashcard
- The child identifies which number is bigger
  - If the child's number is bigger, then (s)he keeps the card
  - If the parent's number is bigger, then (s)he keeps the card

# Illustration: Sample videos to help teachers explain the benefits of ABL to parents

S No.	Video link	Description
1	<a href="https://youtu.be/AUuaGlm6qbA">https://youtu.be/AUuaGlm6qbA</a>	<b>Video explaining ABL:</b> This video explains the importance of ABL and the need for parents to demand ABL. Teachers can use this video to convey benefits of ABL to parents
2	<a href="https://www.youtube.com/watch?v=bKZRMg-1vjY&amp;list=PLsIUUnCPoqr5ORFK5KNGXBaR4g7JiMfq8&amp;index=11&amp;t=83s">https://www.youtube.com/watch?v=bKZRMg-1vjY&amp;list=PLsIUUnCPoqr5ORFK5KNGXBaR4g7JiMfq8&amp;index=11&amp;t=83s</a>	<b>ABL classroom:</b> This video demonstrates what a video to show conceptual/ good learning should look like. Teachers can use this video as a reference to shoot their own video or use this video to explain the concept of conceptual learning to parents.



# Teachers should share updates on progress with LM as per agreed timelines

## Collateral

## Time before learning exhibition



Pictures of activity materials

10-15 days



Names of selected students

10-15 days



Picture of selected location

10-15 days



Pictures of parent invites

7-10 days



Videos of students rehearsing activities

5-7 days



Video of teacher explaining benefits of activities

5-7 days



Picture of final set-up with stall arrangement, posters and materials

2-3 days



Video of final rehearsal

2-3 days

# Teachers should comply with 5 key steps while conducting an exhibition

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**Organize parents in a queue**

---



**Get principal / owner to inaugurate the exhibition**

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**Explain benefits of the activities to parents**

---



**Ensure parents**

- Interact with students
  - Visit all stalls
- 



**Take feedback from parents**

## Illustration: Questions to be asked by teachers to parents immediately after the of the session

Objective	Parent interview questions
Understand which activities resonated with the parents the most and why	Which activities did you like the best? Why?
Understand which activities did not resonate with the parents and why	Which activities did you not understand or did not like? Why?
Understand whether parents understood the benefits of the activities	What do you think were the benefits of the activities?
Understand if parents liked the session	Would you like a similar event every year?
Test brand recall of solution provider	<ul style="list-style-type: none"> <li>• Have you heard about &lt;&lt;partner name&gt;&gt;? What have you heard about them?</li> <li>• Compared to grade 1, what improvements have you seen in your child's ability to read English? <ul style="list-style-type: none"> <li>– For this improvement, what is the method used?</li> <li>– For this improvement, which books/syllabus are used to teach in this method?</li> <li>– If none, what do you think are the key reasons?</li> </ul> </li> <li>• Compared to grade 1, what improvements have you seen in your child's learning in Math? <ul style="list-style-type: none"> <li>– For this improvement, what is the method used?</li> <li>– For this improvement, what books/syllabus are used to teach in this method?</li> <li>– If none, what do you think are the key reasons?</li> </ul> </li> </ul>

# Providing administrators, teachers and parents good quality support is key to sustained implementation of the solution

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## Why is it important to track quality of support offered to APSs?

- Continuous push and motivation is required to get administrators and teachers to begin implementation, especially earlier in the academic year
- Reinforcement is required to ensure smooth delivery through the academic year
- Teacher and administrators require the right support to manage parent expectations
- Teachers, parents and administrators need to be made aware of the benefits to ensure renewals

Each LM conducts ~48 visits a year across 12 APSs to observe classrooms, give teachers and administrators feedback

## Suggested engagement calendar for a solution provider

Stakeholder	Product sold	Academic year commences											Academic year ends
		May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Teacher engagement		<b>11</b> Hands-on teacher training	<b>16</b> Classroom observation And feedback		<b>16</b> Classroom observation And feedback		<b>11</b> Hands-on teacher training	<b>16</b> Classroom observation And feedback			<b>16</b> Classroom observation And feedback		
		<b>12</b> Ongoing support over phone & WhatsApp											
Administrator/ Principal engagement			<b>14</b> Admin. orientation		Feedback visit			Feedback visit			Feedback visit		
Student engagement			Spot-check of student learning		Spot-check of student learning			Spot-check of student learning			Spot-check of student learning		
Parent engagement (PE)			<b>13</b> Parent orientation meetings			<b>17</b> Mid-year parent engagement						<b>15</b> Children learning exhibition	
		<b>18</b>	Ongoing support over phone & WhatsApp										

## Number of visits and agenda

### Number of visits

- LMs visit each school **four times a year**
- LMs will conduct a total of **~48 school visits** during the academic year, and may visit 5-6 schools during certain weeks<sup>1</sup>

### Agenda for each visit

- Observe at least **2 classrooms**
- Give **teachers** feedback based on observation
- Spot check **students**
- Meet the **administrator** to share classroom observations

# Periodically tracking classroom environment and stakeholder engagement helps plan the support required for APSs

## Aspects of implementation that need to be tracked

- Classroom environment
  - Availability of adequate space to conduct activities
  - Student seating arrangement for activities (e.g., are children seated on the floor for circle time?)
  - Availability of TLMs
- Child learning outcomes
  - Children are able to respond to conceptual questions (e.g., identifying the largest number from 6 single-digit numbers, able to read new 3 letter words)
- Administrator engagement
  - Aware of the program and benefits
  - Able to articulate benefits of ABL to parents
- Teacher engagement
  - Teacher trained
  - Aware of benefits of ABL
  - Implements ABL
- Parent engagement
  - Assesses conceptual learning

## How to track these aspects

- Providers may use the **STARS tool** or develop an alternative tool on similar lines to monitor the identified aspects
  - Click [here](#) to access the latest version of the **STARS**

# Best practices for conducting a school visit

Typical day for the Learning Manager during a school visit			
Input			Output
<ul style="list-style-type: none"> <li>• Visit norms</li> <li>• School report template (incl. class observation sheet, student assessment questions etc.)</li> <li>• Administrator report template</li> <li>• Guidelines on conducting teacher feedback session</li> <li>• Guidelines on conducting session with administrator (e.g., script)</li> </ul>	9 – 10am	<b>Complete 1<sup>st</sup> classroom observation</b> <ul style="list-style-type: none"> <li>• Spend 1 hour in 1 section of either UKG and LKG</li> <li>• Record 2-3 minute videos of classroom</li> <li>• Fill up the classroom observation section of the report</li> <li>• Make notes for providing teachers feedback</li> </ul>	<ul style="list-style-type: none"> <li>• School report (internal) containing               <ul style="list-style-type: none"> <li>–Classroom observations</li> <li>–Student learning outcomes</li> <li>–Teacher feedback</li> <li>–Administrator feedback</li> </ul> </li> <li>• Administrator report (external)</li> <li>• 2-3 minute video for every class observed</li> </ul>
	10 – 11am	<b>Complete 2<sup>nd</sup> classroom observation</b> <ul style="list-style-type: none"> <li>• Repeat as above</li> </ul>	
	11 – 12pm	<b>Complete 3<sup>rd</sup> classroom observation</b> <ul style="list-style-type: none"> <li>• Repeat as above</li> </ul>	
	12 – 12:30pm	<b>Lunch</b>	
	12:30 – 1pm	<b>Spot-check for student learning</b> <ul style="list-style-type: none"> <li>• Assess learning outcomes for 5 students (LKG and UKG) through 2-3 markers/ questions that test concepts<sup>1</sup></li> </ul>	
	1 – 2pm	<b>Share feedback with teachers</b> <ul style="list-style-type: none"> <li>• Share feedback on 3-4 areas of improvement for the teacher based on the classroom observation</li> </ul>	
	2 – 3pm	<b>Share feedback with administrators</b> <ul style="list-style-type: none"> <li>• Share feedback on the quality of implementation and ways for the administrator to be involved</li> <li>• Share video of classrooms</li> <li>• Submit administrator report</li> </ul>	
	3 – 3:30 pm	<b>Complete school report</b> <ul style="list-style-type: none"> <li>• Submit the school report, detailing classroom, student and teacher observations</li> </ul>	

1. These markers/ questions might change every 6 months

# Best practices for conducting classroom observations and feedback

## Best practices

- **Share feedback and common learnings with all teachers:** While Learning Managers may observe only a sample of teachers in a large school, they should share feedback from the session and common learnings with all teachers
- **Provide an in-class demo** (where the LM conducts the activities and the teacher observes) for activities where most teachers are struggling
- Share feedback immediately after the observation, and outside the classroom, rather than in front of the student
- Recap the plan for the next few weeks during the feedback sessions
- Lay out the engagement plan for teachers during the first session

## Rationale

- In large schools, it may be difficult to observe all teachers individually
- However, sharing feedback with everyone ensures that all teachers learn from the common errors that are being made
- Teachers are able to visualize the correct manner in which to conduct activities when they observe a live demo
- Teachers are able to remember what happened in the class more accurately if the feedback is shared immediately after class



# Best practices for conducting feedback visits with administrators (1/2)

## Best practices

- **Provide an overview of the key challenges expected and what the administrator can do to address those challenges**
  - Share an FAQ document listing key challenges that teachers are likely to face & complaints that parents are likely to raise, with rationale and suggested responses to the both group's concerns
- **Stress the importance of administrator involvement in ensuring successful implementation**
  - Ask administrator to visit the classroom to observe whether solution is implemented
- **Share a video of a classroom taken that day**
  - Voiceover key solution elements while showing the administrator the video. If implementation is poor, show a video of classroom implementation at a model APS
- **Share performance of school on parameters assessed during monitoring visit**
- **Share at least 2 simple markers that test concepts of expected learning outcomes**
  - E.g., your children will be able to identify the shapes circle and square after the end of 3 months

## Sample collateral

Scroll below see full-size versions

**FAQs for owners on teachers' challenges (2/2)**

Q2. Teacher struggles with the English level of the new curriculum

A2. While the learning with the English level teachers may refer

Q3. Teacher struggles

A3. Owner should info demos, videos of C

Q4. Teacher struggles

A4. Owner should che area or excess huri do away with som

Q5. Teacher struggles

A5. Owner should rais

Q6. Any other issues

A6. Owner should rec sit together with t

**FAQs for owners on parents' concerns (1/2)**

In the initial months of implementation, since Fun with Phonics (FwP) approach is new and different from traditional/ rote learning, parents will have some concerns and questions about the changes. While FwP will be conducting a parent orientation session to explain the product and set expectations for parents, this sheet can be used by owners to address specific questions which parents might raise. If you face a question which is not addressed in this document, please reach out to your assigned learning manager for support. Some common questions of parents and how these can be addressed are as follows:

Q1. Why are children not getting as much homework from the school?

A1. We do give homework, we call them Activity sheets – these sheets are to be completed by children on their own at home. Children learn by engaging – through play and interactions. FwP approach is where the child becomes a self-learner and we believe that giving excess homework or written work to children is harmful to the growth of children. Rote learning and copying/ writing on notebooks does not achieve conceptual learning.

We give the Activity sheets so children can have fun at home, and are not pressurized. Children will enjoy doing these sheets, and then eventually they will become self-learners.

(Owner can show a FwP video of children reading unfamiliar words to demonstrate the point better during parent orientation or during a PTM. They can also give the rationale behind the importance of skills developed using the Activity sheets e.g., coloring develops recognition skill, movement and motor skills, and hand-eye coordination)

Q2. Will my child be sufficiently prepared for Grade 1 after completing the FwP KG program?

A2. FwP curriculum focuses on conceptual understanding and therefore does not overload the child with unnecessary rote learning. Children learn better through doing and interacting and our classes are set up to promote this. Thus through activities we focus on helping your children master basic concepts that prepares them for grade school.

**Name of organization**  
 Tagline

**School Report (for owners)**

Date of visit: / /  
 Name of school:

Learning Manager: School rating for the month of:

What is going well in your classrooms	Improvement areas for your school
1. ...	1. ...
2. ...	2. ...
3. ...	3. ...
4. ...	4. ...
5. ...	5. ...

**Name of organization**  
 Tagline

**School Report (for owners)**

How you can assess your children's learning outcomes

With your Sr. KG children, do the following activities:	With your Jr. KG children, do the following activities:
<ul style="list-style-type: none"> <li>Math - Which is the largest number? (Show 6 numbers up to 20 in jumbled order)</li> <li>English - Can you read "SAT"? (Write SAT on a piece of paper and ask the child to read)</li> </ul>	<ul style="list-style-type: none"> <li>Shape recognition - Can you identify a circle shaped item around us?</li> <li>English - Can you name as many animals/ fruits/ eating items?</li> </ul>

Learning management point of contact details: \_\_\_\_\_  
 Sales point of contact details: \_\_\_\_\_  
 Escalation point of contact details: \_\_\_\_\_


# Best practices for conducting feedback visits with administrators (2/2)

## Best practices

- Suggest co-hosting a parent showcase session to help the administrator improve their enrolments for next year
- Share positive message on the school's transformation from start till date
  - Describe the transformation in classroom set-up and student learning. E.g., through a set of videos – 1 taken in June at the start of the academic year, 1 in Dec/ Jan

## Sample collateral

*Scroll below see full-size versions*



Please visit one of your Sr.KG classes in August, select 5 kids at random, and ask them 2 simple questions:

English	Mathematics
<ul style="list-style-type: none"> <li>• Among banana, tiger and car which of the words has the sound 'ba'?</li> <li>• Can you read: cat, jug, nap, mud? (<i>Write words on paper and ask the child to read</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• (<i>Use 20 beans in a bowl</i>) Can you hand me 7 beans? Now can you hand me 13 beans?</li> <li>• (<i>Use 4 of hearts from a deck of card</i>) This card has the number 4 with 4 big red hearts. If I were to add 2 more hearts, how many hearts would there be in total?</li> </ul>



# Best practices on spot checking students

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- Questions to spot check students should
  - Be activity-based
  - Be age and developmentally appropriate
  - Test understanding of concepts
- Learning managers (LMs) should select 5-10 children, randomly, from the attendance register (e.g. pick every third child. If there are less than 15 children, pick every second child). Don't ask teachers to select children
- LMs should not change the phrasing of the question and should repeat each question only once
- LMs should ask each child all questions in the section and note down the response

# Key stakeholders need to review and track certain information from these school visits

Stakeholder	Objectives
<b>Solution Provider</b>	<ul style="list-style-type: none"><li>• Understand key implementation issues across hundreds of schools in order to take action (e.g., organizing a refresher training if many teachers are new and hence untrained)</li><li>• Understand key logistical issues (e.g. whether materials opened)</li></ul>
<b>School administrator</b>	<ul style="list-style-type: none"><li>• Understand key implementation challenges and take necessary actions. For e.g.<ul style="list-style-type: none"><li>– Address logistical issues (e.g., classroom seating needs to be re-arranged)</li><li>– Check whether teacher follows provider's lesson plan</li></ul></li><li>• Track improvement in child's learning</li></ul>
<b>Teacher</b>	<ul style="list-style-type: none"><li>• Understand the strengths and weaknesses of their implementation and learn how to deliver the solution effectively</li></ul>
<b>Learning Manager</b>	<ul style="list-style-type: none"><li>• Track progress of school in implementing solution through academic year</li><li>• Track progress on observations and suggestions made during previous school visits</li><li>• Track student progress in order to convince administrator to renew program</li></ul>

# Solution providers should capture data on select topics in order to meet these information needs

Stakeholder	Topics to collect data on
<b>Solution Provider management</b>	<ul style="list-style-type: none"><li>• Implementation logistics and planning (e.g., TLM accessibility, space)</li><li>• Quality of classroom implementation</li></ul>
<b>School administrator</b>	<ul style="list-style-type: none"><li>• Quality of classroom implementation</li><li>• Teacher feedback given and actionable next steps</li><li>• Next steps for administrator to improve implementation</li><li>• Student learning progress</li></ul>
<b>Teacher</b>	<ul style="list-style-type: none"><li>• Overview of quality of classroom implementation</li><li>• Teacher feedback (strengths, weaknesses) and actionable next steps</li></ul>
<b>Learning Manager</b>	<ul style="list-style-type: none"><li>• Implementation logistics and planning (e.g., TLM accessibility, space)</li><li>• Quality of classroom implementation</li><li>• Teacher planning (e.g., preparation as per plan, on schedule with plan)</li><li>• Progress on feedback given and actionable next steps</li><li>• Next steps for owner to improve implementation</li><li>• Student learning progress</li></ul>

# LMs should collect data on these topics during their different stakeholder touchpoints on a school visit (1/2)

School visit agenda	Topics	Areas to collect data	Rationale
Classroom observation	Implementation logistics and planning (formative partner-specific assessment)	Material availability/usage	Informs partner HQ and Learning Manager to take action (e.g. organizing training, discussing space constraints with owner etc.
		Room set-up	
		Whether teacher observed has been trained	
		On schedule with plan	
		Children follow routines	
	Quality of classroom implementation (summative partner-agnostic assessment)	Refer to <a href="#">Pre-school Assessment Tool</a> to see 10 criteria used to assess classroom environment	Solution provider, administrator, teacher and Learning Manager need a sense of how implementation is going through the year in order to improve quality and course correct if needed

A draft implementation and planning checklist can be accessed here -



# LMs should collect data on these topics during their different stakeholder touchpoints on a school visit (2/2)

School visit agenda	Topics	Areas to collect data	Rationale
<b>Teacher feedback session</b>	Teacher feedback and actionable next steps	Progress on feedback provided	Informs teacher, owner and LM of previous feedback given in order to check whether feedback is acted upon
		What went well in current observation	
		Key areas to improve in current observation	
		Actionable next steps	
<b>Spot check of children</b>	Student learning progress (on 4-5 children per grade)	Numeracy and problem-solving skills	Provides a dipstick sense on how child outcomes are progressing through the year
		Early language skills	
		Motor skills (fine and gross)	
		Socio-emotional skills	
		Executive function	
<b>Owner visit</b>	Next steps for owner to improve implementation	Next steps for owner to improve implementation	Informs owner and LM of previous feedback given in order to check whether feedback is acted upon
<b>Parent interaction<sup>1</sup></b>	None	None	NA

1: While parent interaction is not a part of PIPE's suggested school visit agenda, some solution providers may choose to interact with parents during each school visit

# A School Visit Report allows LMs to capture the necessary data

School visit agenda	Topics	Sample questions/criteria
<b>Classroom observation</b>	Implementation logistics and planning	Q) Is the room set up per solution provider requirements? Q) Are materials available/ opened for children's use? Q) Is the teacher being observed trained? Q) Is the teacher on track with the lesson plan?
	Quality of classroom implementation	Criteria include: Use of displays, encouraging use of language, classroom management, peer interaction etc. Click <a href="#">here</a> to read more on the PAT
<b>Teacher feedback session</b>	Teacher feedback given and actionable next steps	Q) Has the teacher made progress in the identified areas from previous visits? Q) What are the teacher's strengths/weaknesses? Q) What can the teacher do to improve implementation?
<b>Owner visit</b>	Next steps for owner to improve implementation	Q) What is the quality of implementation? Q) What can the owner do to improve implementation?



# Learning managers and senior team members can use tools to assess quality of implementation

Name of tool	Description	Use
<b>Scoring Tool for Assessing Readiness at School</b>	<ul style="list-style-type: none"> <li>Assesses the impact and sustainability of activity-based learning in an APS</li> </ul>	<ul style="list-style-type: none"> <li>To be used periodically by senior member of implementation team at 10-20% of APSs twice a year</li> </ul>
<b>Delivery compliance tool</b>	<ul style="list-style-type: none"> <li>Tracks service delivery to APSs (material delivery, training, school visits)</li> </ul>	<ul style="list-style-type: none"> <li>Tracker can be created on a CRM tool</li> <li>To be updated at regular intervals by Learning Managers at all APSs</li> </ul>
<b>School Visit Report</b>	<ul style="list-style-type: none"> <li>Tracks implementation quality, student learning, and stakeholder buy-in</li> </ul>	<ul style="list-style-type: none"> <li>To be used by LMs every time they visit a school</li> <li>To be used in all APSs</li> </ul>
<b>Administrator engagement evaluation tool</b>	<ul style="list-style-type: none"> <li>Evaluates LM capability to engage with administrators</li> </ul>	<ul style="list-style-type: none"> <li>To be used by senior member of implementation team while monitoring at least one administrator engagement session per LM</li> </ul>
<b>Classroom monitoring evaluation tool</b>	<ul style="list-style-type: none"> <li>Evaluates LM capability to monitor classroom</li> </ul>	<ul style="list-style-type: none"> <li>To be used by senior member of implementation team while monitoring at least one classroom observation per LM</li> </ul>

# Solution providers can choose how to roll out the School Visit Report (SVR) depending on their organization's capability

Method	Description
<b>Paper (i.e. non-automated)</b>	<ul style="list-style-type: none"><li>• LM to fill out paper versions of all tools, and take classroom photos and video</li><li>• LM to scan/take photo of tool and send tool, photos, and video in one email to a designated email address</li><li>• LM to handover reports to teacher and owner</li></ul>
<b>Online survey</b>	<ul style="list-style-type: none"><li>• LM to fill out online survey with pre-populated questions (e.g. Google forms)</li><li>• LM can upload supporting photos or videos as part of online survey</li><li>• HQ to manually mail/ share reports for administrators and teachers</li><li>• Data will be automatically collated for partner HQ analysis</li></ul>
<b>Automated</b>	<ul style="list-style-type: none"><li>• LM to fill out a 'School Visit Report' app during school visit</li><li>• LM to upload photos and videos to the app</li><li>• Report to owner and teacher will be automatically sent on email, WhatsApp or SMS</li><li>• Data from SVR app will be automatically collated for partner HQ analysis</li></ul>

# Illustration: Providers can use data from the SVR to identify key implementation challenges and how to address these (1/4)

## Illustrative report for APS

Name of provider company

### School visit report

Date of visit: 17/07/2018

Name of LM: xyz abc

Name of school: XYZ Matriculation

Classrooms observed – UKG and LKG

#### What is going well in your classrooms

1. Materials are accessible
2. Room correctly arranged
3. All displays have been put up

#### Improvement areas for your school

1. Teacher should avoid shouting and using scale
2. Follow instructions laid in the facilitator framework
3. Ask open ended questions

#### Action for owners

1. Visit classrooms once a week
2. In each visit, check if teachers are following the session plan
3. Coach teachers to avoid threatening
4. Coach them to ask open ended questions

Next visit: Parent Orientation

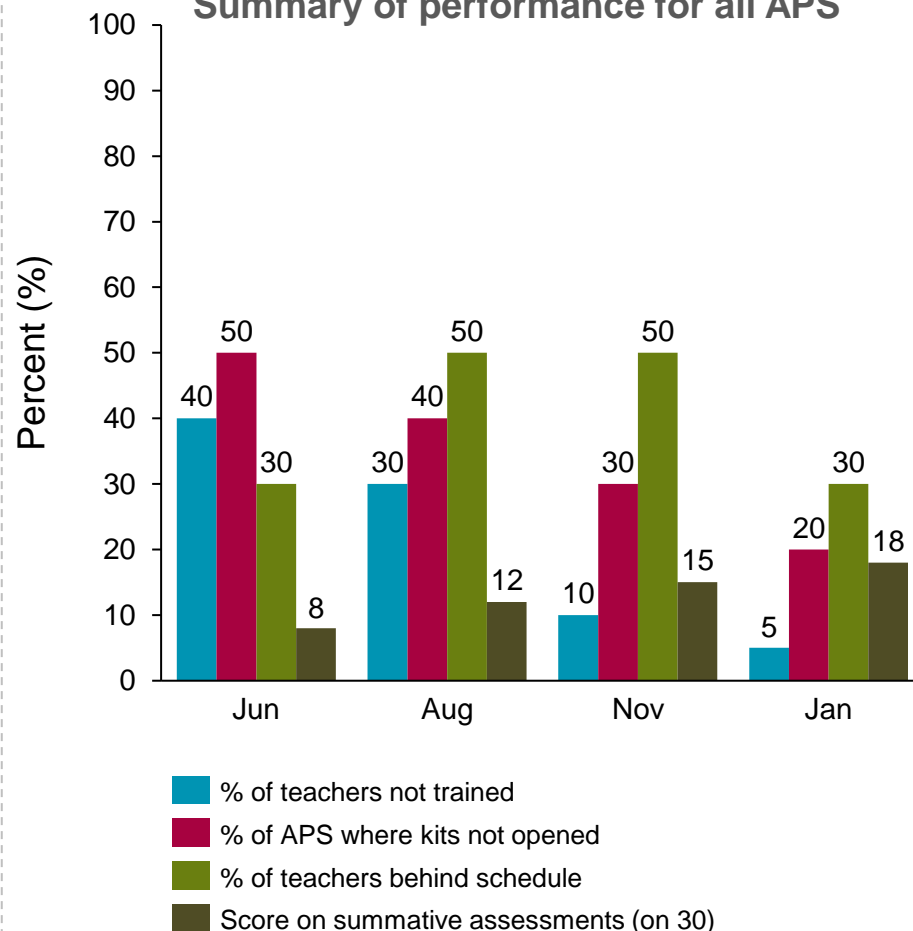
Tentative date: 20-24 August, 2018

LM Signature

Owner Signature

## Illustrative report for solution provider's management

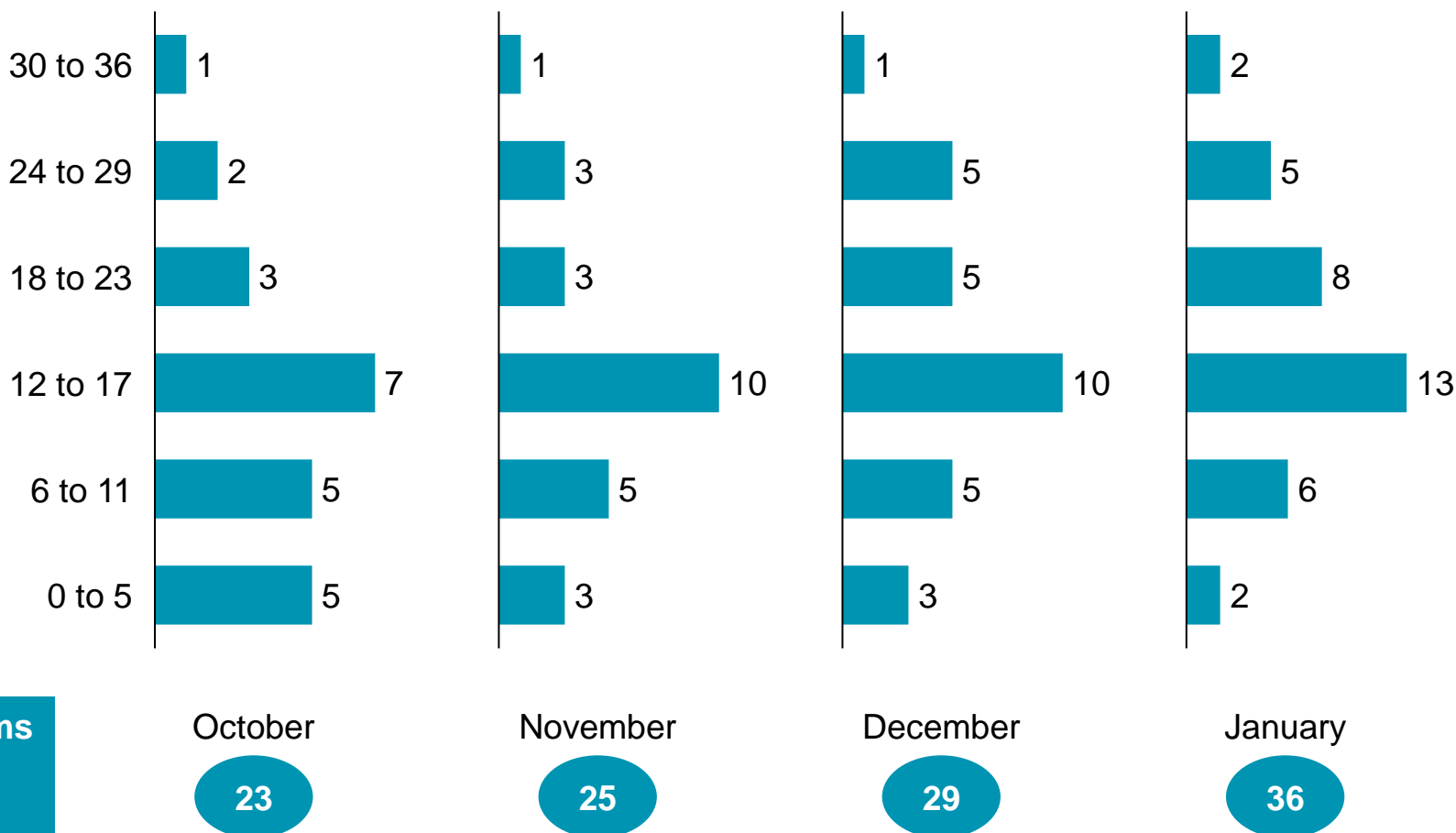
### Summary of performance for all APS



# Illustration: Providers can use data from the SVR to identify key implementation challenges and how to address these (2/4)

## Illustrative report for a solution provider management

### Distribution of classrooms by their total classroom environment scores<sup>1</sup> (max. score 36)

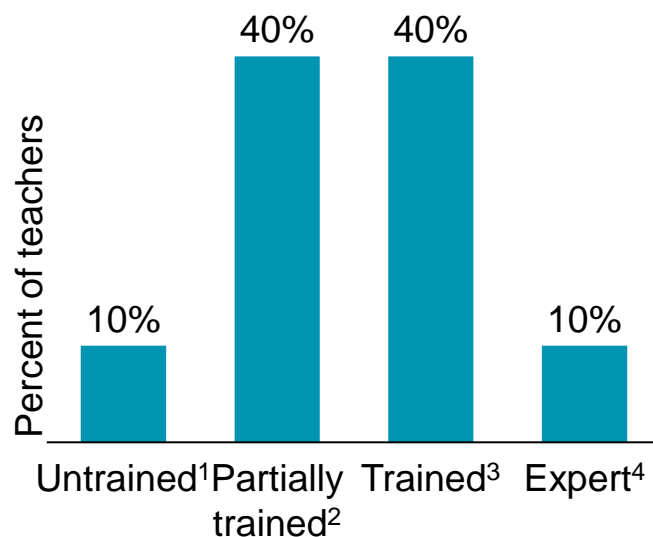


1. The classroom environment scores are based on 12 questions related to lesson planning, room arrangement, etc.

# Illustration: Providers can use data from the SVR to identify key implementation challenges and how to address these (3/4)

## Illustrative report for a solution provider management

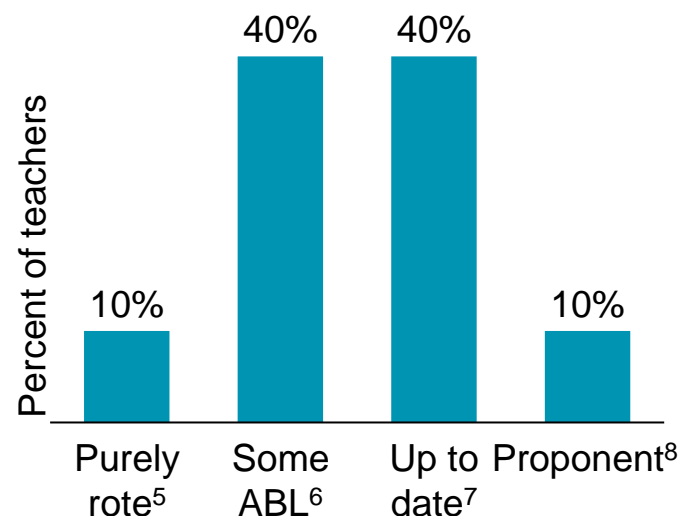
*Distribution of teachers by level of training attended*



# teachers

20

*Distribution of teachers by teaching techniques used in class*



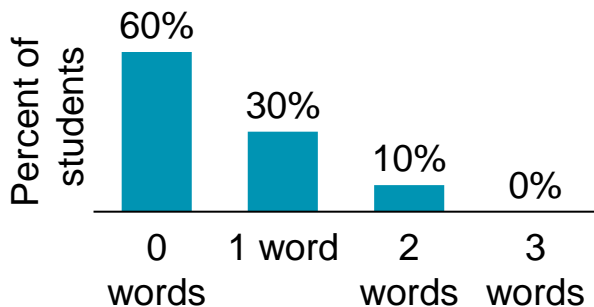
20

1 Has not attended any training; 2 Has attended some training; 3 Has attended all the training sessions; 4 Trained and has solved at least one implementation challenge or progressed on key feedback; 5 Conducts rote sessions; 6 Conducts one activity correctly. Mostly follows rote otherwise; 7 Conducts most sessions as laid out in plan (incl. activities, resource use, student participation); 8 Conducts all sessions as laid out in plan. Checks for students understanding after each activity in multiple ways

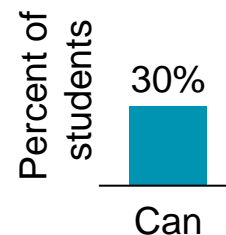
# Illustration: Providers can use data from the SVR to identify key implementation challenges and how to address these (4/4)

## Illustrative report for a solution provider management

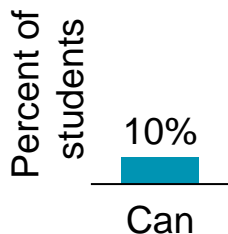
*% children who can read 'pin' 'mud' 'bog'*



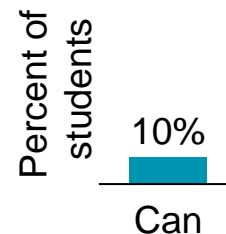
*% children who can give 12 sticks out of 20 sticks*



*% children who can describe a picture in English*



*% children who can add 2 apples to 3 apples*



# students

250

# Solution providers should ideally conduct a 'provider-led kiosk session' to show how the solution leads to conceptual learning

Session type	i Solution provider-led kiosk session	ii School owner group session
Description	<ul style="list-style-type: none"> <li>• Session conducted using a short video prepared by solution provider</li> <li>• Interact with parents in groups of 5-6</li> <li>• 10-15 minute long session</li> <li>• Session led by representative of solution provider (facilitator)</li> </ul>	<ul style="list-style-type: none"> <li>• Session conducted using a video prepared by solution provider</li> <li>• Group session for 30-40 parents</li> <li>• 15-20 minute long session</li> <li>• Session led by school administrator/ principal/ teacher (facilitator)</li> </ul>
Best practices	<ul style="list-style-type: none"> <li>• <b>Sending parents repeated reminders</b> to ensure high attendance</li> <li>• <b>Conducting session with small groups of 5-6 parents</b>, to help ensure parents are engaged and open to asking questions</li> <li>• <b>Reiterating only 3 key messages verbally post showing the video</b>, to ensure parents remember the key messages</li> <li>• <b>Using videos from the school</b> to show conceptual learning as a result of the use of ABL solution</li> <li>• <b>Requesting teachers to hand over report cards only to parents who can hand over attendance chit of the kiosk session</b>, to help ensure all parents attend the kiosk</li> <li>• <b>Sharing flyers with markers that test concepts</b> to help parents assess their child's learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensuring that the video is clear and covers all key messages</b>, and does not require the facilitator to explain them</li> <li>• <b>Requesting the administrator/ principal to run the session</b>, as parents hold them in higher authority than teachers</li> <li>• <b>Sharing the video with the facilitator 2 days in advance</b> to help them become comfortable</li> <li>• <b>Requesting the facilitator to use the video and avoid giving additional explanations</b> as this might give parents wrong/ confusing messaging</li> <li>• <b>Sharing parent FAQs and their responses</b> with the facilitator to help manage parent queries</li> </ul>

# Assessment of approaches

Parameters	Solution provider-led kiosk session	School owner-led group
<b>Ease of delivery (Partner)</b> - Level of effort required by the solution provider to plan and implement session		
<b>Effectiveness in communicating</b> – Ability of facilitator to communicate to parents in an understandable manner		
<b>Parent reach</b> - # of parents attending sessions		
<b>Ease of delivery (Owner)</b> - Level of effort required from the owner		

Ratings<sup>1</sup> -



Low



Medium



High





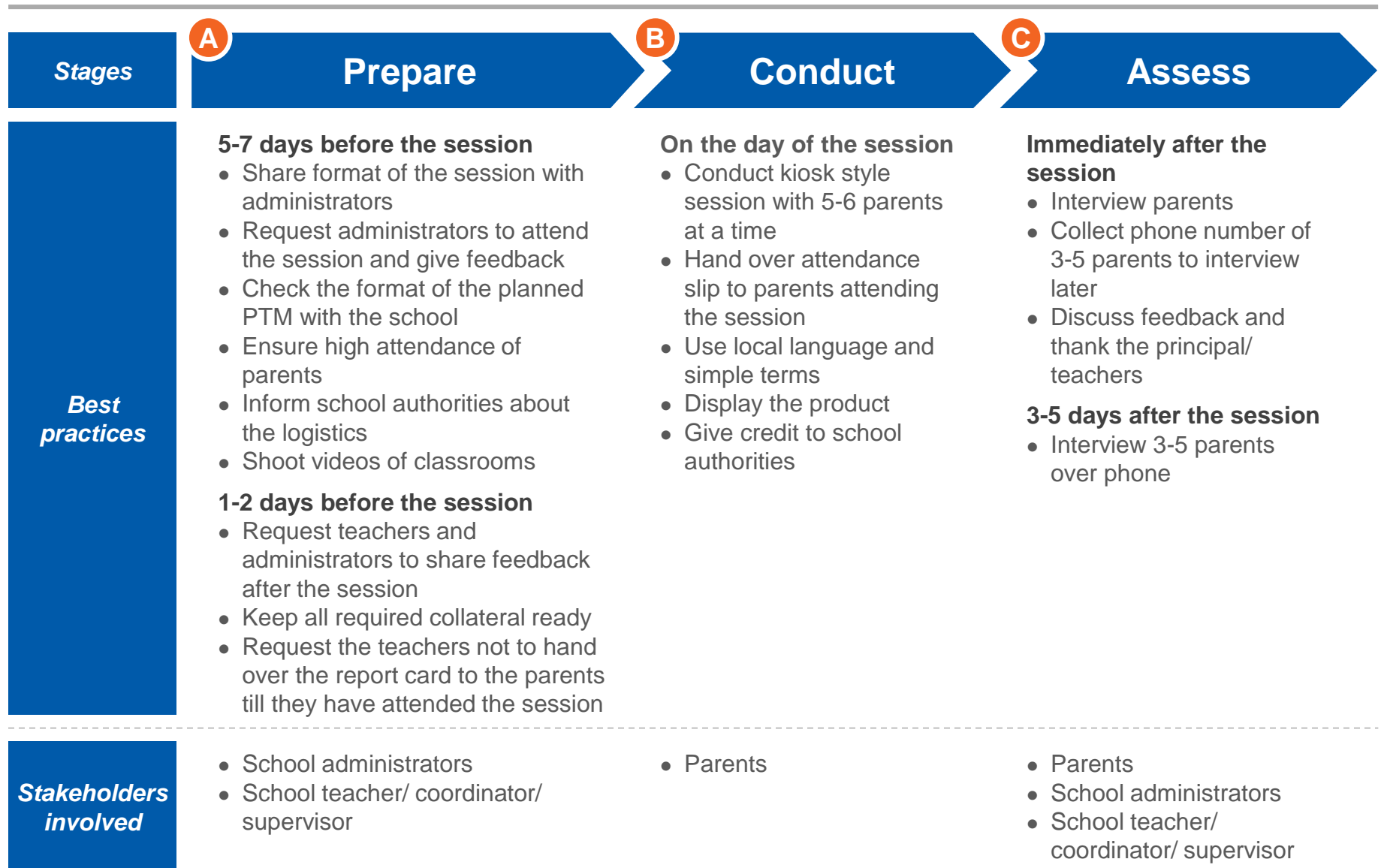
# Approaches to conduct mid year parent engagement sessions

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## Mid-year parent engagement session

- 1 Solution provider kiosk session
  - 2 School owner-led group session
-

# High-level summary of solution provider-led kiosk session



## A Preparing for solution provider-led kiosk session (1/3)

5-7 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Share the format of the session with the administrator</b></li> </ul>	<ul style="list-style-type: none"> <li>• Confirm the format and date for the session with the administrators</li> </ul>	<ul style="list-style-type: none"> <li>• This will help set correct expectations with the school authorities</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Request administrators to attend the session</b></li> </ul>	<ul style="list-style-type: none"> <li>• Request at least one teacher/ coordinator to be present during the session</li> </ul>	<ul style="list-style-type: none"> <li>• Many administrators are more focused on higher classes, hence would require prior notice to attend a session for kindergarten</li> <li>• Teacher/ coordinator would help manage the parents</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Check with the school the format of the PTM</b></li> </ul>	<ul style="list-style-type: none"> <li>• If this session involves a 2-3 hour window for parents to come meet the teachers individually for 5-10 minutes, then plan for the solution provider-led kiosk session. In case the school does not conduct a PTM or similar event then plan for the school owner-led group session</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting with multiple smaller groups of parents is feasible only if the school plans a PTM/ report card distribution etc. with the described format. If not, then calling all parents in one group is more feasible</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ensure high attendance of parents by working with the school authorities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Schedule the session on the same day as the PTM. In case PTMs involve collecting fees or giving reminders for late payment etc. re-schedule the session for another day.</li> </ul>	<ul style="list-style-type: none"> <li>• Most parents do not prioritize attending school meetings, until and unless they involve sharing the child's assessment</li> <li>• Many parents avoid school meetings if they involve payment of fees</li> </ul>
	<ul style="list-style-type: none"> <li>• Schedule the session on a weekend morning</li> </ul>	<ul style="list-style-type: none"> <li>• Most parents are working and hence would be unable to attend sessions held on weekdays</li> <li>• Many parents might have other obligations (e.g.. shopping, family outing etc.) and hence would be unable to attend sessions on weekend evenings</li> </ul>
	<ul style="list-style-type: none"> <li>• Remind school authorities to send flyers in children's' diaries &lt;Sample flyer as shown in the following slides&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Sending multiple reminders encourages parents to attend the meeting and take them seriously</li> </ul>
	<ul style="list-style-type: none"> <li>• Remind school authorities to remind parents about the session when they come to pick up their children 3-4 days before the session</li> </ul>	

## A Preparing for solution provider-led kiosk session (2/3)

Steps	Details	Rationale
	<ul style="list-style-type: none"> <li>If the school provides transportation, request school authorities not to provide transportation to kindergarten students on the day of the session</li> </ul>	<ul style="list-style-type: none"> <li>This forces parents to drop their children to school and attend the session</li> </ul>
<ul style="list-style-type: none"> <li><b>Inform the schools authorities about the logistics they are expected to arrange</b></li> </ul>	<ul style="list-style-type: none"> <li>Inform teacher to keep the product ready to display to parents</li> </ul>	<ul style="list-style-type: none"> <li>On the day of the session display the products in one corner of the classroom and let parents know that they can take a look at the product, at the end of the session</li> </ul>
	<ul style="list-style-type: none"> <li>Check with school authorities if arrangements have been made to seat 5-6 parents in close proximity to where the report cards are being distributed</li> </ul>	<ul style="list-style-type: none"> <li>Schools may need to arrange for additional furniture</li> </ul>
<ul style="list-style-type: none"> <li><b>Shoot videos of classrooms showcasing conceptual learning in the school, to be used during the presentation</b></li> </ul>		<ul style="list-style-type: none"> <li>Parents are most engaged when they see their own children in videos/ photos</li> </ul>

5-7 days before the session



A

## Preparing for solution provider-led kiosk session (3/3)

1-2 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>Request the teachers and administrators to share feedback post the session</li> </ul>		<ul style="list-style-type: none"> <li>Involving the teachers and principal/owner will help improve quality of support</li> </ul>
<ul style="list-style-type: none"> <li>Keep all required collateral ready</li> </ul>	<ul style="list-style-type: none"> <li>Keep the videos to be showed to parents handy on a pen drive</li> <li>Keep a printed copy of key talking points and script</li> <li>Prepare and carry any additional material that the school is not expected to provide e.g., flyers, material to demonstrate home activities etc.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that all the key points are covered</li> </ul>
<ul style="list-style-type: none"> <li>Request the teachers not to hand over the report card to the parents till they have attended the session</li> </ul>	<ul style="list-style-type: none"> <li>As proof of attendance hand over a small slip to parents which they can show to teachers to get the report card.</li> </ul>	<ul style="list-style-type: none"> <li>This will help ensure high attendance</li> </ul>

## B Conducting solution provider-led kiosk session

Steps	Details	Rationale
<ul style="list-style-type: none"><li>• <b>Communicate 3 key themes and messages in the session &lt;Sample of detailed script in the following slides&gt; using a video</b></li><li>• <b>Conduct session with 5-6 parents at one time and preferably all from the same grade (i.e. all UKG or all LKG)</b></li></ul>	<ul style="list-style-type: none"><li>• How most schools use rote teaching methods</li><li>• How this school is using new and innovative techniques to teach your child</li><li>• How you can check whether your child is actually learning or not</li></ul>	<ul style="list-style-type: none"><li>• Focusing on few key themes would result in higher recall among parents</li></ul>
<ul style="list-style-type: none"><li>• <b>Hand over attendance slip to parents attending the session</b></li></ul>		<ul style="list-style-type: none"><li>• More than 5-6 people would be difficult to handle and would also take away from the smaller, personal setting which helps parents feel more comfortable and open</li><li>• Since some parts of the video may be customized depending on the grade it would be easier to interact with parents from LKG and UKG separately.</li><li>• Only parents who have attended the session can show the attendance slip to teachers and collect the report cards</li></ul>

## C Assessing solution provider-led kiosk session

Immediately after the session	Steps	Rationale
	<ul style="list-style-type: none"> <li>Interview 3-5 parents &lt;Sample list of suggested questions in the following slides&gt;</li> </ul>	<ul style="list-style-type: none"> <li>This will help assess the effectiveness of the session and the facilitator and incorporate parent feedback for future sessions</li> </ul>
	<ul style="list-style-type: none"> <li>Collect numbers of 3-5 parents</li> </ul>	<ul style="list-style-type: none"> <li>This will help conduct telephonic interviews a few days after session</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss feedback and thank the principal/ teachers</li> </ul>	<ul style="list-style-type: none"> <li>This will help improve the quality by incorporating feedback for future sessions</li> </ul>
3-5 days after the session	Steps	Rationale
	<ul style="list-style-type: none"> <li>Interview 3-5 parents &lt;Sample list of suggested questions in the following slides&gt;</li> </ul>	<ul style="list-style-type: none"> <li>This will help assess the recall of key messages by parents</li> </ul>



## Approaches to conduct mid year parent engagement sessions

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### Mid-year parent engagement session

- 1 Solution provider-led kiosk session
- 2 School owner-led group session



# High-level summary of school owner-led group session

Stages	A Prepare	B Conduct	C Assess
Best practices	<p><b>5-7 days before the session</b></p> <ul style="list-style-type: none"> <li>• Share format of the session with principal/ administrator</li> <li>• Ensure high attendance of parents</li> <li>• Inform school authorities about the logistics</li> <li>• Request principal/ administrator to shoot classroom videos</li> <li>• Ask administrator/ principal to identify facilitator and share feedback</li> </ul> <p><b>1-2 days before the session</b></p> <ul style="list-style-type: none"> <li>• Prepare the facilitator</li> <li>• Provide all the required collateral</li> </ul>	<p><i>Solution providers would not be involved in conducting the session</i></p>	<p><b>Immediately after the session</b></p> <ul style="list-style-type: none"> <li>• Congratulate the facilitator</li> <li>• Discuss feedback with relevant school authorities</li> </ul>
Stakeholders involved	<ul style="list-style-type: none"> <li>• School principal/ administrator</li> <li>• School teacher/ coordinator/ supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• School principal/ administrator</li> <li>• School teacher/ coordinator/ supervisor</li> </ul>

## A Preparing for school owner-led group session (1/3)

5-7 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Share the format of the session with the administrator</b></li> <li>• <b>Ensure high attendance of parents by working with the school authorities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Confirm the format and date for the session with the administrators</li> <li>• Request to schedule the session on a weekend morning/ afternoon or immediately after school on a on a weekday such that parents can pick up their children post the session</li> <li>• Remind school authorities to send flyers in children's diaries &lt;Sample flyer as shown in the following slides&gt;</li> <li>• Remind school authorities to remind parents about the session when they come to pick up children, 3-4 days before the session</li> <li>• If the school provides transport, request school authorities not to provide transportation to kindergarten students on the day of the session</li> </ul>	<ul style="list-style-type: none"> <li>• This will help set correct expectations with the school authorities</li> <li>• Most parents are working and hence would be unable to attend sessions held on weekdays</li> <li>• On weekdays parent might attend a session immediately after/ before picking up their child, but would not be willing to stay for very long</li> <li>• Many parents might have other obligations (e.g., shopping, family outing etc.) and hence would be unable to attend sessions on weekend evenings</li> <li>• Sending multiple reminders encourages parents to attend the meeting and take them seriously</li> <li>• This forces parents to drop their children to school and attend the session</li> </ul>

## A Preparing for school owner-led group session (2/3)

5-7 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>Inform the schools authorities about the logistics they are expected to arrange</li> </ul>	<ul style="list-style-type: none"> <li>Inform school authorities to arrange for a projector and speakers to show the videos. Request them to check that the projector and speakers are working.</li> <li>Inform teacher to keep the product ready for display to parents</li> <li>Check with school authorities if arrangements have been made to seat the expected number of parents comfortably for a 30-40 minutes long session</li> </ul>	<ul style="list-style-type: none"> <li>Many schools may not have functional projectors and speakers, and may need to get them repaired or make alternate arrangement (e.g., renting the equipment)</li> <li>Schools may need to modify their schedule to ensure that the hall/ ground is available for the meeting</li> </ul>
<ul style="list-style-type: none"> <li>Request the administrator/ principal to shoot videos of classrooms using the product which they can share with the parents</li> </ul>	<ul style="list-style-type: none"> <li>Share a sample video with them for reference. <i>&lt;Sample video as shown in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>Parents are most engaged when they see their own children in videos/ photos</li> </ul>
<ul style="list-style-type: none"> <li>Ask the administrator/ principal to decide who would be facilitating the session from the school</li> </ul>	<ul style="list-style-type: none"> <li>Request the principal/ administrator to facilitate the session themselves as far as possible</li> <li>In case they are unable to facilitate the session request them to attend the session</li> </ul>	<ul style="list-style-type: none"> <li>Principals/ administrators hold more authority than teachers</li> <li>Many principals/ administrators are more focused on higher classes, hence would require prior notice to attend a session for kindergarten</li> </ul>

## A Preparing for school owner-led group session (3/3)

1-2 days before the session

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Prepare the facilitator</b></li> </ul>	<ul style="list-style-type: none"> <li>• Send the video to be used by the facilitator and have a 15-20 minute preparatory phone call</li> <li>• During this call take them through the video and the key points to be covered during the video</li> <li>• Clearly explain the key points which they are to reiterate verbally after the video. Also send these key point through an email/ message.</li> <li>• Clarify any doubts or concerns they might have</li> <li>• Reiterate the importance of not deviating from the script</li> <li>• Share a few key concerns parents have and prepare the facilitator to address these concerns <i>&lt;Sample list of FAQs as shown in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>• This would help the facilitator get familiarised with the content</li> <li>• Facilitators generally do not take proper notes during the phone call</li> <li>• Facilitator tend to deviate based on their knowledge and comfort</li> <li>• This will help the facilitator address parents concerns appropriately</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Request the teachers and principal/ administrator to share feedback post the session</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Provide the facilitator with all the required collateral i.e. flyers to be shared with parents</b> <i>&lt;Sample as shown in the following slides&gt;</i></li> </ul>	<ul style="list-style-type: none"> <li>• Share your contact number with the facilitator to use in case of any further queries or concerns</li> <li>• On the day of the session, request school to individually call parents to remind them about the session</li> </ul>	<ul style="list-style-type: none"> <li>• This would help the facilitator feel comfortable and help in relationship building</li> <li>• This will help ensure high attendance</li> </ul>



## Assessing school owner-led group session

Immediately after the session

### Steps

- Congratulate and thank the facilitator and principal/ administrator on successfully conducting the session
- Discuss feedback with relevant school authorities

### Rationale

- This will help in relationship building with the school
- This will help incorporate feedback for future sessions

## Summary of Illustrations

S. No.	Illustration	Solution provider-led group session	School owner-led group session
1	Sample script for solution provider-led kiosk session	✓	
2	Sample script for school owner-led group session		✓
3	Sample flyer to be used to invite parents for the session	✓	✓
4	Sample flyers given at the end of the session to share home activities	✓	✓
5	Questions to be asked to parents at the end of the session	✓	
6	Questions to be asked to parents after 3-5 days	✓	
7	Sample video to be used during the session	✓	✓

# Illustration: Script for solution provider-led kiosk session

## Talking points for facilitator

### Introduction (2 minutes)

- Welcome everyone and thanks for taking out time to attend this session. Today we are conducting this session to help you understand
  - How most schools use rote teaching methods
  - How this school is using new and innovative techniques to teach your child
  - How you can check whether your child is actually learning or not
- I will play a quick video before we discuss anything. Please pay attention and watch it. *<Play video explaining ABL. Sample video attached later>*

### Reiteration of key points in the video (5 minutes)

- Just as you saw in the video, most schools teach using rote methods. Because of the bad quality of ECE the child was unable to answer the questions correctly.
- However through games and activities children are a lot more engaged. Our product also teaches through activity based learning. We have displayed the product in that corner, please feel free to go through it later and ask any questions you may have.
- As you saw some simple questions like asking your child to count sticks can help you check whether your child is actually learning or not. Did everyone understand what questions to ask and how to ask them? *<Distribute the flyers with markers. Sample flyers as shown in the following slides>*. Please go home today and use these markers with your child to check whether they are actually learning or not. You can use this flyer to mark your child's response. In addition to your child also ask these questions to other children of same age in your neighbourhood. This will help you understand the difference in your child's learning outcomes. Can you all take 2 minutes to think of names of 2 other children you will ask these questions. *<Give 2 minutes to parents to think>* Can you please write down names of these 2 other children on the flyer?
- Before we end the session let us also do a quick demonstration of the product. This is how the product works. *<Demonstrate an activity with parents.>*
- Does any one have any questions?
- Thanks a lot for taking out the time to come for this meeting. Hope this was helpful for all of you.

# Illustration: Script for school owner-led group session

## Talking points for facilitator

### Introduction (2 minutes)

- Welcome everyone and thanks for taking out time to attend this session. Today we are conducting this session to help you understand
  - How most schools use rote teaching methods
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  - How you can check whether your child is actually learning or not
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- Just as you saw in the video, most schools teach using rote methods. Because of the bad quality of ECE the child was unable to answers the questions correctly.
- However through games and activities children re a lot more engaged. Our product also teaches through activity based learning. We have displayed the product in that corner, please feel free to go through it later and ask any questions you may have.
- As you saw some simple questions like asking your chid to count sticks can help you check whether your child is actually learning or not. Did everyone understand what questions to ask and how to ask them? *<Distribute the flyers with markers. Sample flyers as shown in the following slides>*. Please go home today and use these markers with your child to check whether they are actually learning or not. You can use this flyer to mark your child's response. In addition to your child also ask these questions to other children of same age in your neighbourhood. This will help you understand the difference in your child's learning outcomes. Can you all take 2 minutes to think of names of 2 other children you will ask these questions. *<Give 2 minutes to parents to think>* Can you please write down names of these 2 other children on the flyer?
- Before we end the session let me also share a video of your children using this technique in addition to what you all have already seen. *<Show the video shot in school of children using the product. Sample video as shown in the following slides>*. As you saw in this video your children are learning concepts using new techniques, in an interactive way.
- We have displayed the product in that corner, please feel free to go through it later and ask any questions you may have.
- Does any one have any questions?
- Thanks a lot for taking out the time to come for this meeting. Hope this was helpful for all of you.



# Illustration: Sample flyer to be used to invite parents for the session

## Happy Dream School

### Inviting all parents to the parent teacher meeting

**Date: 25<sup>th</sup> November, Saturday**

**Time: 1:45 PM**

The session would include

- Report card distribution
- How can you help your child at home to actually understand concepts and not memorize them

**Ratta**



*Can recite nursery rhymes*

**Samajh**



*Can read simple English words*

#### Highlighting the date and time

*Objective:* Telling parents about the date and time of the session

#### Objectives of the session

*Objective:* Setting parent expectations

#### Introducing good markers

*Objective:* Communicating the difference between rote and conceptual learning

# Illustration: Sample flyers given at the end of the session to share home activities

## Solution Provider's Name - UKG



Is your child learning at school?



To check whether your child is learning at school or not, ask them these simple questions:

- Ask your child “Can you give me 13 pencils / chalk / pens from here”. Child should be able to count items unto the number 20.
- Ask our child “Can you read the simple 3 letter words – cat, jug, nap, mud?” Child should be able to read simple 3 letter words.
- Ask your child “Can you complete this puzzle?” Child should be able to put together simple 4 piece puzzles



S No.	Questions	Response		
		Your child		
1	Can you give me 13 pencils / chalk / pens from here			
2	Can you read these simple 3 letter words – cat, jug, nap mud?			
3	Can you complete this puzzle?			

Name of solution provider

Objective: Improve product recall among parents so they can talk about it to other parents

Introducing markers to test concepts

Objective: Communicate difference between rote and conceptual learning

Markers

Objective: Help parents assess their child's learning outcomes

Worksheet to collect responses

Objective: Help parents compare learning outcomes and value the role played by the school and the product in their child's education

# Illustration: Questions to be asked to parents at the end of the session (1/3)

Objective	Parent interview questions
Help parents understand the <b>difference between rote and conceptual learning</b> and the role that activity based learning plays in achieving “true” learning	<p>Out of the following 5 options, which of the 2 are most important for your child to learn in Math</p> <p><i>(Instructions: Share the 5 options and ask parents to pick any 2 options.)</i></p> <ul style="list-style-type: none"><li>• Say #'s from 1-50 in correct order</li><li>• Count and give 8 objects</li><li>• Write numbers</li><li>• Learn spelling of number names</li><li>• Recite tables</li></ul> <p>Answer: 1 of the 2 options selected by the parents should be: <i>Count and give 8 objects</i></p>
	<p>Out of the following 5 options, which of the 2 are most important for your child to learn in English</p> <p><i>(Instructions: Share the 5 options and ask parents to pick any 2 options.)</i></p> <ul style="list-style-type: none"><li>• Recite poems</li><li>• Practice cursive writing</li><li>• Read new 3 letter words</li><li>• Learn words by heart</li><li>• Recite A to Z</li></ul> <p>Answer: 1 of the 2 options selected by the parents should be: <i>Read 3 letter words</i></p>

# Illustration: Questions to be asked to parents at the end of the session (2/3)

Objective	Parent interview questions
<p>Help parents <b>recognize that their child is demonstrating conceptual learning</b></p>	<p>What would you ask your child to check if they are actually learning in Math/ English?  <i>(Instructions: Do not share any prompts or options with the parents.)</i>            Answer: Parents should mention at least 1 of these markers or their variants</p> <ul style="list-style-type: none"> <li>• Math               <ul style="list-style-type: none"> <li>– Counting items - ask the child to hand 13 beans from a bowl</li> <li>– Identifying largest number - ask child which is the largest number among 2,5,9,6 and 4</li> <li>– Abstract addition - ask the child if I had 2 apples in a bowl and I added 2 more how many apples would I have in total</li> </ul> </li> <li>• English               <ul style="list-style-type: none"> <li>– Matching initial sound – ask the child to identify, among car, tiger and banana which words starts with ‘ba’</li> <li>– Reading new words – ask the child to read these simple words jug, map and net</li> <li>– Speaking – ask the child to describe their favorite cartoon/ daily morning routine before and after school</li> <li>– Speaking in English – ask the child to look at a photo of a park and describe what is happening in English</li> </ul> </li> <li>• Executive function               <ul style="list-style-type: none"> <li>– Completing puzzle – ask the child to complete a simple 4 piece puzzle</li> <li>– Shape recognition – ask the child to recognize shapes in the environment</li> </ul> </li> </ul>

## Illustration: Questions to be asked to parents at the end of the session (3/3)

Objective	Parent interview questions
<p>Ensure that parents <b>recognize the role that products and schools</b> play in achieving conceptual learning</p>	<p>How are English / Math taught differently in this school? (or) Are you aware of any new approaches the school is using to teach English and Math?</p> <p><i>(Instructions: Ask the second question, only if parents answer the first question incorrectly.)</i></p> <p>Answer: Parents should mention at least 1 of these</p> <ul style="list-style-type: none"><li>• Names an activity</li><li>• Names the service provider</li><li>• Identifies benefits of activity based learning over traditional approach (e.g. <i>my child reads new words using phonics</i>)</li></ul> <p><i>(Instructions: If parents give the desired answer in response to any one of the questions, mark it correctly.)</i></p>



## Illustration: Questions to be asked to parents after 3-5 days

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- Did you receive the flyers with the markers to test concepts?
- Do you remember any marker that tests concepts?
- Have you tried a marker that tests concepts with your child? Why?
- Have you tried the marker that tests concepts with other children in the neighborhood? Why?
- Do you need any additional information to do the marker that tests concepts? Why?
- Have you tried any variations?



## Illustration: Sample videos to be used during the session

S No.	Video link	Description
1	<a href="https://youtu.be/AUuaGIm6qbA">https://youtu.be/AUuaGIm6qbA</a>	<b><u>Video explaining ABL:</u></b> This video explains the importance of ABL and the need for parents to demand ABL. Solution providers can use this video or use it as reference to shoot their own video.
2	<a href="https://www.youtube.com/watch?v=bKZRMg-1vjY&amp;list=PLsIUNnCPoqr5ORFK5KNGXB aR4g7JiMfq8&amp;index=11&amp;t=83s">https://www.youtube.com/watch?v=bKZRMg-1vjY&amp;list=PLsIUNnCPoqr5ORFK5KNGXB aR4g7JiMfq8&amp;index=11&amp;t=83s</a>	<b><u>ABL classroom:</u></b> This video demonstrates what a video to show conceptual/ good learning should look like. Solution providers can use this video as a reference to shoot their own video or use this video to explain the concept of conceptual learning to parents.

# PIPE considered multiple approaches for on-going engagement with parents

Medium (Source)	Description	Pros	Cons
1 Comics (Piloted by PIPE)	<ul style="list-style-type: none"> <li>Simple activities to be done at home with children, shared with parents in the form of pictorial comics on a sheet in the local language</li> <li>Sent to parents through the school on a monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>Parents find the content engaging</li> <li>Low cost of dissemination</li> <li>Easier to reach out to mothers as they take care of the homework and regularly check diaries/ material sent by school</li> </ul>	<ul style="list-style-type: none"> <li>Effort required from solution provider, to design comics</li> <li>Can be hard for parents to comprehend exact nature of activities just through text</li> <li>Would not work with parents who cannot read in any language</li> </ul>
2 WhatsApp/ SMS (Piloted by PIPE)	<ul style="list-style-type: none"> <li>SMS: Simple activities to be done at home with children, shared with parents in the form of an SMS in local language along with link to video demonstration on YouTube</li> <li>WhatsApp: Simple activities to be done at home with children, shared with parents in the form of a WhatsApp in local language, along with audio in local language and embedded video demo on WhatsApp</li> </ul>	<ul style="list-style-type: none"> <li>Videos help explain the activity clearly - even parents who cannot read in any language can understand using the audio/ video</li> <li>Parents are most engaged through videos and it is their most preferred medium</li> <li>Can be sent directly to parents without involving the school, once the school has shared the database of parent phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>All schools may not maintain a full parent database – specially of mothers who are most involved with children at home</li> <li>Lower effectiveness in reaching out to mothers as they generally do not have WhatsApp</li> <li>Creating videos, collecting database and sending messages regularly requires significant effort from solution provider</li> </ul>


















# PIPE considered multiple approaches for on-going dissemination with parents

Medium (Source)	Description	Pros	Cons
3 Flyers (Piloted by PIPE)	<ul style="list-style-type: none"> <li>Simple activities to be done at home with children, shared with parents in the form of written text on a sheet in the local language</li> <li>Sent to parents through the school on a monthly basis</li> <li>Easier to reach out to mothers as they take care of the homework and regularly check diaries/ material sent by school</li> </ul>	<ul style="list-style-type: none"> <li>Lower effort required from solution provider</li> <li>Low cost of creating and dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Can be hard for parents to comprehend exact nature of activities just through text</li> <li>Would not work with parents who cannot read in any language</li> </ul>
4 IVR System (Based on interviews with experts) <sup>1</sup>	<ul style="list-style-type: none"> <li>Home activity explained through automated audio calls in local language</li> </ul>	<ul style="list-style-type: none"> <li>Will help track effectiveness of method, as data regarding the length of call and feedback from parents can be collected automatically after the call</li> <li>Mothers who don't have smartphones/data can access this</li> </ul>	<ul style="list-style-type: none"> <li>Schools do not maintain parent database – specially of mothers who are most involved with children at home</li> </ul>

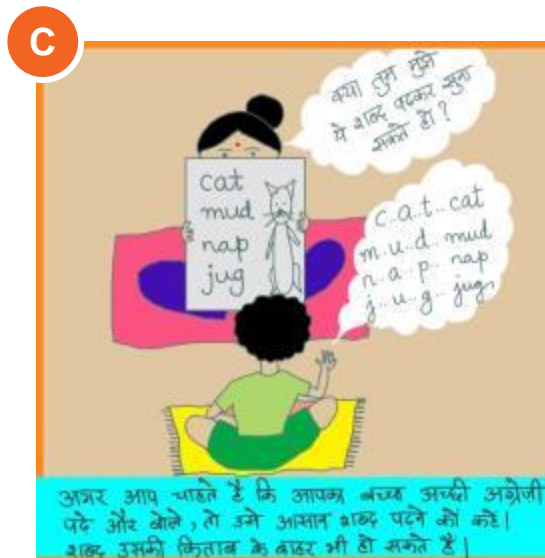
PIPE recommends that solution providers send flyers for on-going engagement

# Assessment of approaches: On-going engagement

Approach	1 Comics	2 WhatsApp/ SMS	3 Flyers
<b>Ease of delivery (Partner) -</b> Level of effort required by the solution provider to plan and implement session			
<b>Effectiveness in communicating –</b> Ability of facilitator to communicate to parents in an understandable manner			
<b>Parent reach -</b> # of parents attending sessions			
<b>Ease of delivery (Owner) -</b> Level of effort required from the owner			
<b>Ratings<sup>1</sup> -</b>  Low  Medium  High			

1

# Comic pilots: Activities were communicated via a comic strip to test if pictorial representation helps improve understanding



# Comic pilots: While mothers were engaged, the messaging was not clear



Mothers reading the comic at Suvidya English High School, Mumbai

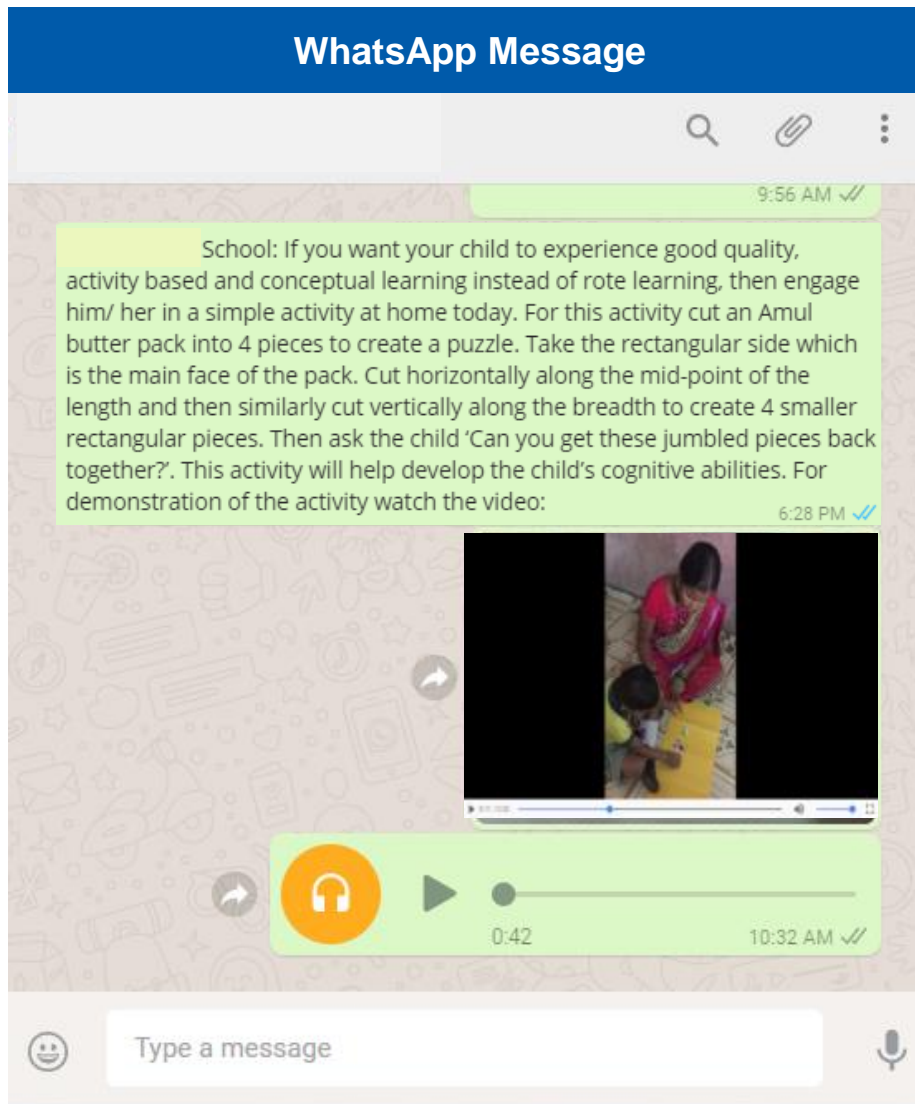
## What worked well

- Mothers were highly engaged while reading the comic and took 2-3 minutes to absorb the material
- Mother-child relationship and home setting was clear to most mothers

## What did not work well

- Not fully clear to the mothers that they should go home and 'test' their child's learning using this marker
- 3-box comic with the amount of text may have been long and confusing for some parents
- Contrast in child's learning from Box A to Box C was not clear

## WhatsApp/ SMS pilots: Activities shared with parents via SMS, WhatsApp video and audio message (1/2)



### Text Message

*(Message sent to parents was in the local language)*

To reach out to parents that can read and write in at least one language  
*(Gives the parent context of what the message is about)*

### Video

To reach out to parents who cannot read or write in any language *(Helps demonstrate the activity clearly but requires good internet connectivity to stream the video)*<sup>1</sup>

Click [here](#) to view sample

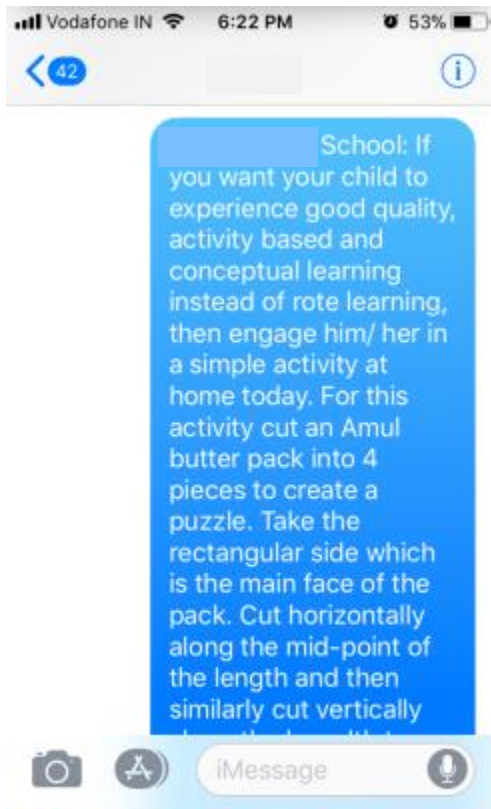
### Audio

To reach out to parents who cannot read or write in any language *(Can be accessed more easily even with slow/ bad internet connectivity)*

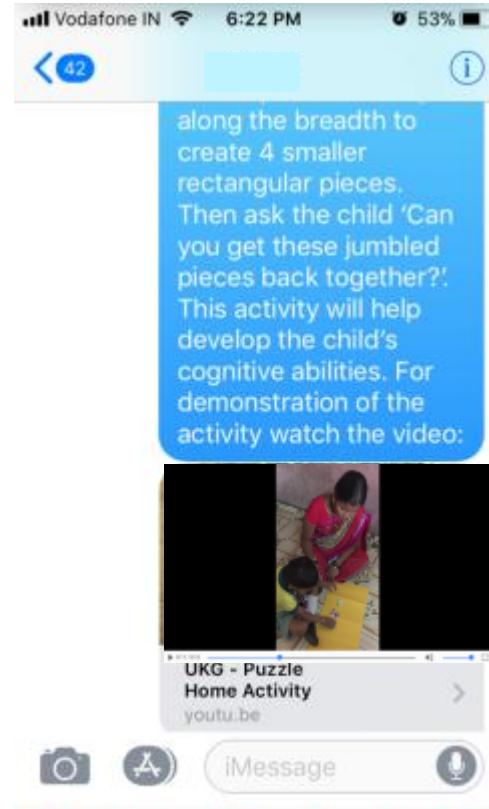


## WhatsApp/ SMS pilots: Activities shared with parents via SMS, WhatsApp video and audio message (2/2)

### Text Message (1/2)



### Text Message (2/2)



### Text Message

*(Message sent to parents was in the local language)*

To reach out to parents who can read and write in at least one language and who do not have internet access on their phone

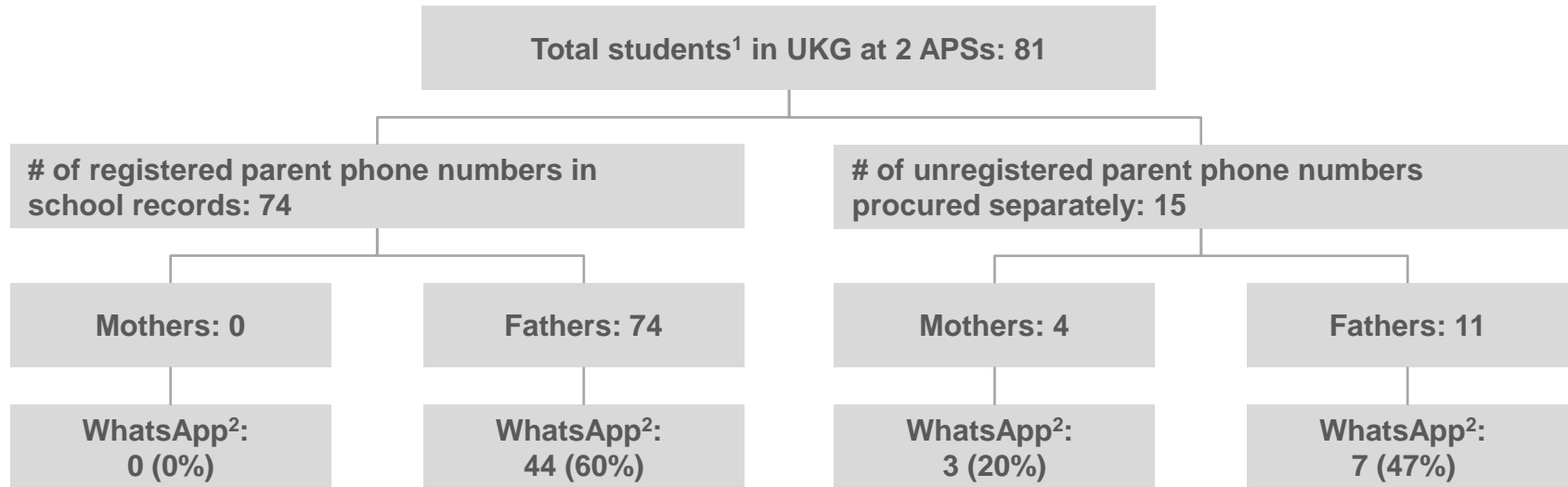
### Link to YouTube Video

To reach out to parents who cannot read or write in any language and who have internet access but do not use WhatsApp

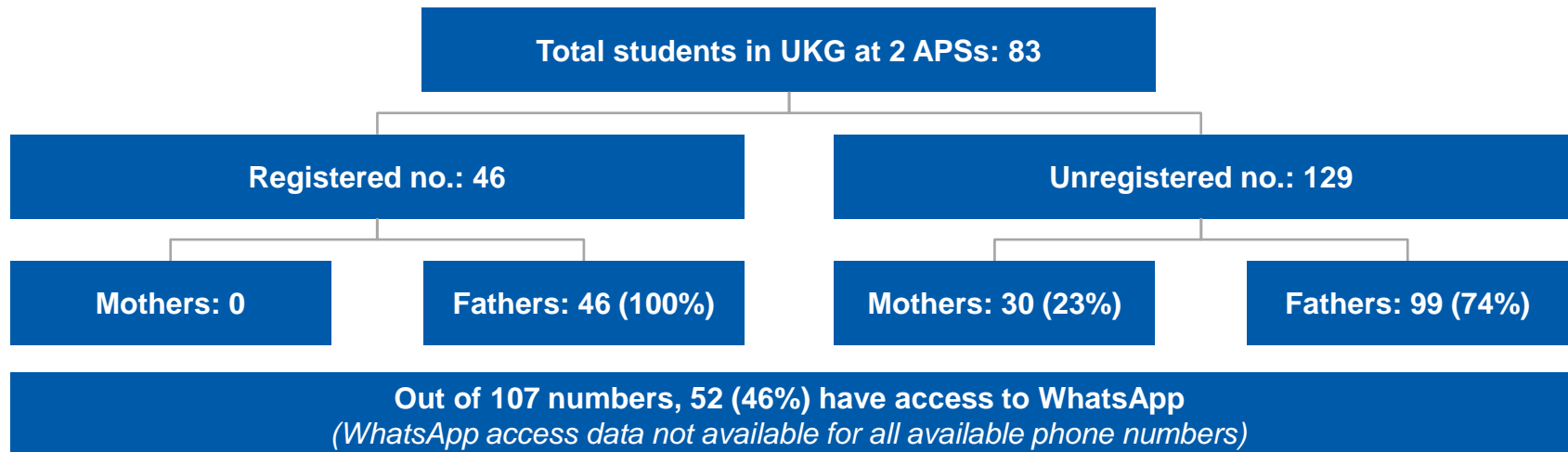
Click [here](#) to view sample

# WhatsApp/ SMS pilots: Engagement through WhatsApp/ SMS – penetration across parents

Mumbai



Bangalore



Note: 1. Registered and unregistered numbers don't add up to total students because one student may have multiple numbers against them;

2. Mothers / fathers that have access to WhatsApp, as a % of total registered / unregistered numbers. Split of WhatsApp data available for Mumbai only as this was gotten directly by speaking to the smaller number of parents

## WhatsApp/ SMS: Engagement through WhatsApp/SMS was challenging

### Key takeaways on using WhatsApp/SMS for on-going dissemination:

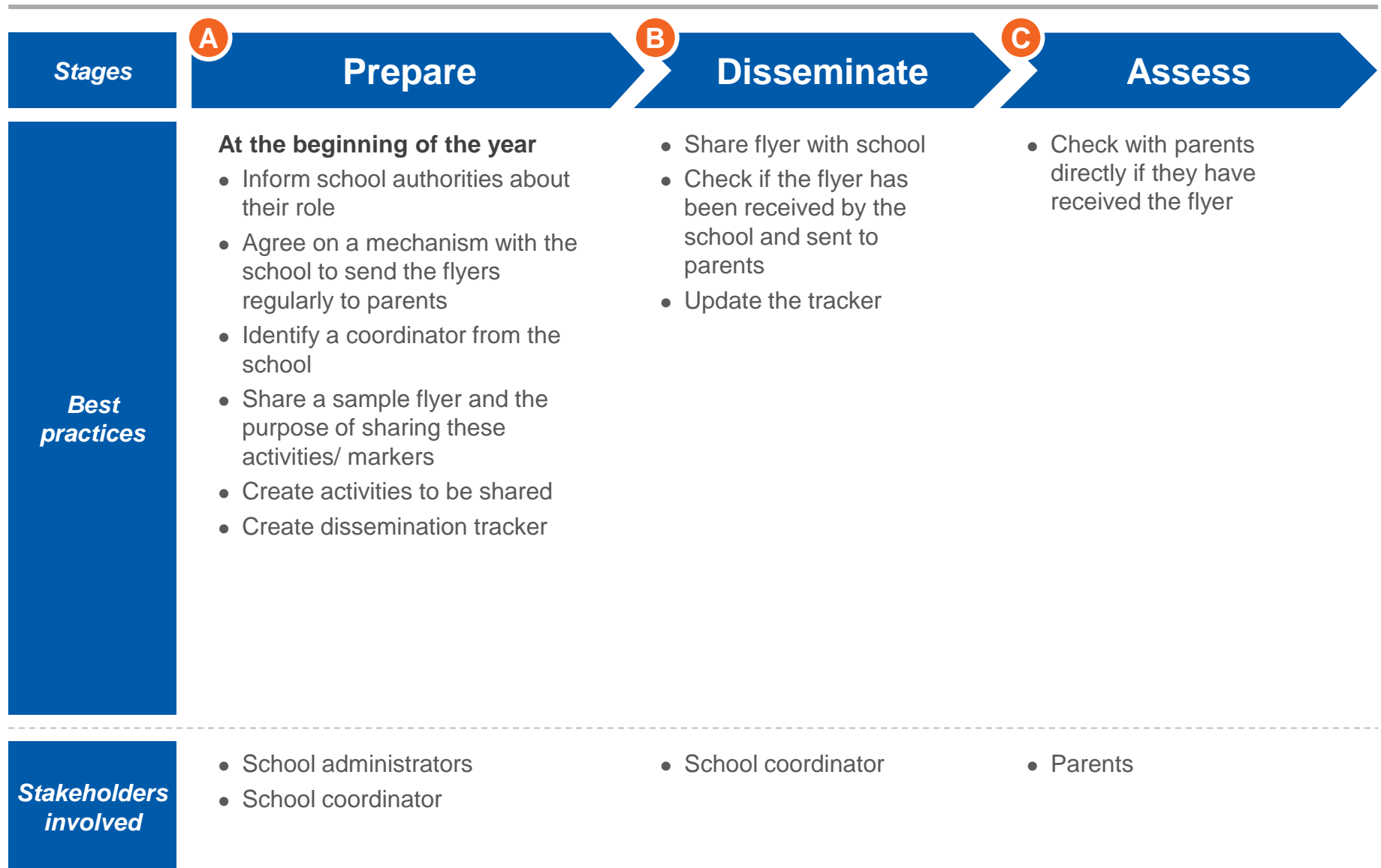
- All children do not have a parent phone number registered with the school, making it difficult for the solution provider to gather phone numbers
  - ~50% of children in Bangalore did not have a single number registered with the school
  - Mumbai pilot schools had phone numbers registered for most but not all children
- In most households mothers spend time with children at home. Hence it would be most effective if they receive the WhatsApp/ SMS messages. However parent phone numbers registered with the school mostly belong to the father
  - 100% of parent numbers registered numbers with the school belonged to the father in Mumbai and Bangalore
- The process of calling fathers to procure mothers' phone numbers is not effective, as the process is time consuming, and fathers are sometimes unwilling to share
  - Multiple calls need to be made before the fathers are available to speak
  - 20% of fathers refused to share the number of the mothers in one Mumbai APS
- While most fathers have access to WhatsApp, most mothers do not. However WhatsApp penetration among mothers is also likely to increase significantly in the coming years
  - ~60% of fathers in Mumbai have access to WhatsApp (source: PIPE data)
  - ~65% of parents, large majority of which are fathers have access to WhatsApp (source: Expert)
  - 70-75% of mothers may have access to smartphones in a year (source: Expert)



## Flyers: Solution providers could use monthly flyers to share home activities and markers<sup>1</sup>

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1 Share set of 2-3 new home activities <sup>1</sup> every month, starting from parent orientation (Sample set of markers as shown in the following slides)										
2 Share Set 1 of markers <sup>1</sup> every month, starting from the mid-year parent engagement session (Sample set of markers as shown in the following slides)										
3 Share Set 2 of markers <sup>1</sup> every month, starting from learning exhibition (Sample set of markers as shown in the following slides)										

### 3 High-level summary of flyers



## A Preparing (1/2)

At the beginning of the year

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Inform the school authorities that they need to send across flyers to parents every month</b></li> </ul>	<ul style="list-style-type: none"> <li>• Agree on a mechanism to get the flyers to the school. If the school is willing to print and send the flyers, send them a soft copy at the start of each month. In case school is unable to print enough copies, provide them with the flyers on a quarterly/ monthly basis depending on the frequency of planned visits</li> <li>• Agree on a mechanism to get the flyers to the parents. If parents are expected to check the children's diaries regularly, request the teachers to put the flyers in the children's diaries. If not, request teachers to hand the flyers to parents when they come to pick up their children. Alternately, discuss any other idea that the teachers find efficient</li> </ul>	<ul style="list-style-type: none"> <li>• This would help set expectations with the school authorities and help them appreciate the effort put in by the solution provider in interacting with parents</li> <li>• Setting a system in place at the start of the year avoids any confusion in the future</li> <li>• Setting a system in place at the start of the year avoids any confusion in the future</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Identify a coordinator from the school - teachers/ owner/ supervisor</b></li> </ul>	<ul style="list-style-type: none"> <li>• The coordinator will be responsible for coordinating the entire process, ensuring that parents get the flyers regularly and communicating with the solution provider's representative in case required</li> </ul>	<ul style="list-style-type: none"> <li>• This would ensure that there is some responsibility and ownership going forward for the process to run smoothly</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Share the purpose and importance of sending across these flyers, with school authorities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Share a sample flyer with the school authorities to get their approval regarding the content</li> </ul>	<ul style="list-style-type: none"> <li>• This would help ensure that school authorities send the flyers regularly</li> <li>• This would prevent any dissatisfaction among school authorities in regard to the content</li> </ul>



## A Preparing (2/2)

At the beginning of the year

Steps	Details	Rationale
<ul style="list-style-type: none"> <li>• <b>Create flyers for dissemination for every month from July to March &lt;Sample flyer as shown in the previous slides&gt;</b></li> </ul>	<ul style="list-style-type: none"> <li>• Follow an identical format for all flyers</li> <li>• Ensure that the solution provider's name and branding are clearly visible</li> <li>• For each month include 2-3 activities in the flyer               <ul style="list-style-type: none"> <li>– Full curriculum providers should include 3 activities – 1 Math, 1 English and 1 Executive Function – in each flyer</li> <li>– Single intervention providers should include 2 activities – 1 Math/ English and 1 Executive function – in each flyer</li> </ul> </li> <li>• Distribute activities across months depending on the progress of the syllabus &lt;Sample list of activities as shown in the previous slides&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Same format will help parents get familiarised to the content in a few months</li> <li>• This will help increase brand recall among parents</li> <li>• In a given month parents can do 3-4 activities. Need to spread activities across various subjects to ensure overall developments</li> <li>• This would help ensure that the activities are not too simple or too hard</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Create a dissemination tracker for solution providers to track whether flyers are being sent or not</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create a simple tracker for solution providers &lt;Sample tracker as shown in the following slides&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• This will help ensure all schools and parents receive all the flyers</li> </ul>



## B Dissemination

Steps	Details	Rationale
<ul style="list-style-type: none"><li>• <b>Share the soft/ hard copy of flyer with schools as agreed at the start of the year</b></li></ul>	<ul style="list-style-type: none"><li>• Start sending flyers after conducting the parent orientation session where this process has been explained. Share the first flyer at the parent orientation session</li><li>• Check if the flyer has been received by the school</li><li>• Check if the flyer has been sent to parents</li><li>• Update the tracker regularly when flyers are sent</li></ul>	<ul style="list-style-type: none"><li>• This would help ensure that the school has received the flyer</li><li>• This would help ensure that the flyer has been sent</li><li>• This would help ensure all schools and parents receive all flyers</li></ul>



## B Dissemination: Sample school tracker

S No.	School	Solution provider's coordinator	School coordinator	Status	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Happy Days	Mr. Vivek Kapoor <sup>1</sup>	Ms. Anchal Mukhi <sup>1</sup>	Sent to school	✓	✓	✓	✓					
				Sent to parents	✓	✓	✗	✗					
2	Golden Years <sup>1</sup>	Mr. Sanjay Sinha <sup>1</sup>	Ms. Sumuk Thakre <sup>1</sup>	Sent to school	✓	✓	✗	✗					
				Sent to parents	✓	✓	✗	✗					



## C Assessment

Steps	Details	Rationale
<ul style="list-style-type: none"><li>• Check with parents during school visits, if they received the flyer and are using it &lt;Sample question to understand whether flyers are being used as shown in the following slides&gt;</li></ul>	<ul style="list-style-type: none"><li>• Check with parents if there are any specific aspects of the format which can be improved</li><li>• Check with parents if they are not doing the activities and what the issues might be</li></ul>	<ul style="list-style-type: none"><li>• This will help improve the quality by incorporating feedback for future</li></ul>



## C Assessment: Sample discussion guide

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- Did you receive the flyers with the activities?
- Do you remember any activities?
- Going forward would you want such activities? Why?
- How often should we send them? Why?
- Have you tried the activity with your child? Why?
- Do you need any additional information to do the activity? Why?
- Do you think it is helpful? Why?



## Home activities can be sent to parents from July-November

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1 Share set of 2-3 new home activities every month, starting from parent orientation ( <i>Sample set of markers as shown in the following slides</i> )										
2 Share Set 1 of markers <sup>1</sup> every month, starting from the mid-year parent engagement session ( <i>Sample set of markers as shown in the following slides</i> )										
3 Share Set 2 of markers <sup>1</sup> every month, starting from learning exhibition ( <i>Sample set of markers as shown in the following slides</i> )										

# Collateral for sharing home activities: Sample flyer 1

## Happy Dream UKG Home Activity for Parents

**Ratta**



*Can recite nursery rhymes*

**Samajh**



*Can read simple English words*

You can also help improve your child's education by doing a few simple activities at home

- Give your child 4 cards from a deck, where 3 are red add one is black. Ask your child "can you pick the odd one out?"
- Cut an Amul butter pack to make a 4 piece puzzle. Ask your child "Can you put these jumbled pieces back together?"



**Solution  
Provider's Logo**

**Solution  
Provider's Logo**

ABC Cartoons and XYZ phonics provide solutions in the form of teaching aids to help improve the quality of your child's education

### Name of school

*Objective:* Reinforce to parents that school has invested in a new product

### Introducing markers to test concepts

*Objective:* Communicate difference between rote and conceptual learning

### Home activities

*Objective:* Improved learning outcomes through home engagement

### Product Information

*Objective:* Improve product recall among parents so they can talk about it to other parents

# Collateral for sharing home activities: Sample flyer 2

5-6 years old

## Is your child learning at school?

Will he/she be able to identify the largest number?



**NO?**  **Rote memorized**

How will he/she be able to solve class 1 maths?

**Yes?**  **Conceptually understood**

He/she is ready to solve class 1 maths.

At home, you can do these simple activities with your child to help your him/her become smarter.

Ask your child to count and hand over 7 rajma beans, then ask him/her to handover 14 beans.



Ask your child: This photo has 4 apples, if I put two more apples here, how many wil I have in total?



### Marker to assess learning

*Objective:* Provides parents with indicators that check for conceptual understanding

### Implication of the child correctly/incorrectly answering the question

*Objective:* Make parents understand the importance of the conceptual marker

### Home activities

*Objective:* Improve learning outcomes through home engagement

# Collateral for sharing home activities: Sample flyer 2 (Hindi)

5 से 6 साल का

**क्या आपका बच्चा स्कूल जाकर समझदार बन रहा है ?**

क्या वो ये आसान शब्द पढ़ पायेगा ?

**PIN SAT MUD**

नहीं  रट्टामार

हाँ?  समझदार

तो वो पहली कक्षा में किताबें कैसे पढ़ पायेगा ?

ये तो पहली कक्षा की किताबें पढ़ने के लिए तैयार है.

आप घर पर ये आसान खेलों के द्वारा बच्चे को और समझदार बना सकते हैं :

   उसे अखबार या किताबों में छोटे शब्द पढ़ने को कहें या लेटर के नाम लेने को कहें.

केला, बैट और गाड़ी में से कौन सा शब्द 'ब' से शुरू होता है ?



5-6 साल के

**क्या आपके बच्चे स्कूल जाकर समझदार बन रहे हैं ?**

क्या वो सबसे बड़ा नंबर बता पाएंगी ?



नहीं?  रट्टामार

हाँ?  समझदार

तो वो पहली कक्षा की गणित कैसे कर पायेगी ?

ये तो पहली कक्षा की गणित करने के लिए तैयार है।

आप घर पे ये आसान खेलों से अपने बच्चे को और समझदार बना सकते हैं

अपने बच्चे को 7 बीन्स देने को बोलिये. फिर 14 बीन्स देने को बोलिये।



अपने बच्चे से पूछिए - इस फोटो में चार सेब हैं. अगर दो और सेब डाल दिए जाएँ तो अब कितने सेब हो जाएंगे ?



# Collateral for sharing home activities: Sample list of activities by month for full curriculum in LKG (1/2)

Month	Math Activities	English Activities	Executive Function and Other Activities
<b>July</b>	<p>Give the child 3 pairs of socks of different colors. Make sure that all 6 socks are mixed. Then ask the child to pair identical socks together. You can do this when sorting your laundry and ask the child to sort all the washed socks.</p> <p><i>Material required: 3-4 pairs of different colored socks</i></p>	<p>Ask the child to name all their friends/ favorite things to eat. The child should be able to name 4-5 items.</p> <p><i>Material required: None</i></p>	<p>Give the child 3 instructions in one go and then ask the child to perform all the 3 steps from memory. E.g., ask the child to touch their head, stomp their feet and then jump. The child should be able to do all these 3 actions one after the other from memory.</p> <p><i>Materials required: None</i></p>
<b>August</b>	<p>Create an auditory pattern. Clap twice, snap your fingers once and then bang the table once. Ask the child to repeat the pattern after you.</p> <p><i>Material required: None</i></p>	<p>Ask the child to match alphabets. Write 4 alphabets A, H, M, P on a sheet of paper, vertically. Then randomly write a, h, m, p next to the capital letters. Ask the child to draw a line to connect the capital and small letter.</p> <p><i>Materials required: Paper and pencil</i></p>	<p>Use 6 matchsticks to create a pattern/ design on the ground. Then ask the child to recreate that pattern/ design using 6 matchsticks.</p> <p><i>Materials required: 12 matchsticks</i></p>
<b>September</b>	<p>Roll a die and ask the child to jump as many times as the number.</p> <p><i>Material required: Dice</i></p>	<p>Ask the child to identify random alphabets like 'f', 'v' etc. on a sheet with English text.</p> <p><i>Material required: English magazine/ book/ newspaper/ printed advertisement</i></p>	<p>Put sooji in a plate (or water in a bowl) to create a surface for the child to trace letters in. Then ask the child to write letters on this plate like S, J, K etc. with his finger.</p> <p><i>Materials required: Plate and sooji/ bowl with water</i></p>

# Collateral for sharing home activities: Sample list of activities by month for full curriculum in LKG (2/2)

Month	Math Activities	English Activities	Executive Function and Other Activities
<b>October</b>	<p>Pick cards numbered from 2 to 9. Shuffle the cards and randomly distribute them into 2 piles. Keep one pile of cards in front of you and keep the other pile in front of the child. Each player opens the card on the top of their pile. The player with larger number card wins. Let the child identify which is the larger number card.</p> <p><i>Material required: Deck of cards</i></p>	<p>Show the child a short story on TV or YouTube etc. (E.g., <a href="https://www.youtube.com/watch?v=CmrNmspqhQs">https://www.youtube.com/watch?v=CmrNmspqhQs</a>). Then ask the child 3-4 simple questions.</p> <p><i>Material required: Phone with internet/ TV</i></p>	<p>Give the child paper and crayons. Give the child simple drawing instructions to follow, e.g., draw a red circle, then color that circle yellow, then draw a blue triangle on top of the circle.</p> <p><i>Materials required: Paper and crayons/ color pencils</i></p>
<b>November</b>	<p>Start the game by naming a very big item e.g., aero plane. Then ask the child to name an item smaller in size. Then you go ahead to name an item smaller than the item named by the child.</p> <p><i>Material required: None</i></p>	<p>Show the child a simple photo of a playground or street. Ensure that the photo is not very crowded but there are 5 distinct elements on the photo that the child would be able to recognize e.g., cycle, swing, ball, children etc. Ask the child to describe what is happening in the photo. Allow the child to speak in any language.</p> <p><i>Material required: Simple photo from magazine/ school textbook/ newspaper/ calendar</i></p>	<p>Go for a walk with the child in the neighborhood and ask them to identify colors in the surrounding e.g., pink item, blue item etc.</p> <p><i>Materials required: None</i></p>



# Collateral for sharing home activities: Sample list of activities by month for full curriculum in UKG (1/2)

Month	Math Activities	English Activities	Executive Function and Other Activities
<b>July</b>	<p>Give the child 4 cards from a deck such that 3 of them are red and one is black. Ask the child to pick the odd card out.</p> <p><i>Materials required: Deck of cards</i></p>	<p>Ask the child to give 2-3 rhyming words for any word. E.g. if you say bat the child should say sat, pat, rat, mat. Can use any language to play this game.</p> <p><i>Material required: None</i></p>	<p>Cut the main side of biscuit/ butter pack to create a 4 piece puzzle. Ask the child to put together the pieces and complete the puzzle.</p> <p><i>Materials required: Butter/ biscuit pack</i></p>
<b>August</b>	<p>Lay out 20 number cards face down. All the 20 cards should be in pairs of 2. Then you and the child take turns to open 2 cards in any given chance. If in a given chance you open a pair you collect it. The aim is to collect maximum pairs. In the initial chances you randomly open cards. Then as the game proceeds and you have seen position of certain cards you can start making pairs.</p> <p><i>Materials required: Deck of cards</i></p>	<p>Show the child a simple photo of a playground or street. Ensure that the photo is not very crowded but there are 5 distinct elements on the photo that the child would be able to recognize e.g., cycle, swing, ball, children etc. Ask the child to describe what is happening in the photo. Allow the child to speak in any language.</p> <p><i>Material required: Simple photo from magazine/ school textbook/ newspaper/ calendar</i></p>	<p>Draw the child a simple pattern e.g., triangle followed by a circle followed by a rectangle. Show this image to the child for 15-20 seconds. Then ask the child to draw this image from memory.</p> <p><i>Materials required: Paper and pencil</i></p>
<b>September</b>	<p>Give the child one card of each number from 2-9. Ask the child to pick a card from this stack and then clap as many times as the number.</p> <p><i>Materials required: Deck of cards</i></p>	<p>Ask the child their favourite food/ toys they own. The child should be able to list 7-8 items.</p> <p><i>Materials required: None</i></p>	<p>Use 10-12 matchsticks to create a pattern/ design on the ground. Then ask the child to recreate that pattern/ design using 10-12 matchsticks.</p> <p><i>Materials required: 12 matchsticks</i></p>

# Collateral for sharing home activities: Sample list of activities by month for full curriculum in UKG (2/2)

Month	Math Activities	English Activities	Executive Function and Other Activities
<b>October</b>	<p>Place 1 coin each of Rs. 1, 2, 5 and 10 in front of the child. Then ask the child to arrange them in increasing order of value.</p> <p><i>Materials required: Coins</i></p>	<p>Show the child a short story on TV or YouTube etc. (E.g., <a href="https://www.youtube.com/watch?v=CmrNmspqhQs">https://www.youtube.com/watch?v=CmrNmspqhQs</a>). Then ask the child to retell the story.</p> <p><i>Material required: Phone with internet/ TV</i></p>	<p>Give the child paper and crayons. Give the child simple drawing instructions to follow, e.g., draw a red circle, then colour that circle yellow, then draw a blue triangle on top of the circle.</p> <p><i>Materials required: Paper and crayons/ colour pencils</i></p>
<b>November</b>	<p>Create a visual pattern. Keep a spoon followed by a plate, a glass, another identical spook and plate. Give the child another identical spoon, late and glass. Then ask the child to complete the pattern.</p> <p><i>Materials required: Utensils</i></p>	<p>Cut photos of 3-4 different items from a magazine e.g., child, flower, chocolate, cycle etc.. Ask the child to create a story using those 3-4 words/ elements.</p> <p><i>Materials required: Paper and pencil</i></p>	<p>Go for a walk with the child in the neighbourhood and ask them to identify shapes in the surrounding e.g., circle items, rectangular items etc.</p> <p><i>Materials required: None</i></p>



# First set of markers can be sent to parents from December-January

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1 Share set of 2-3 new home activities every month, starting from parent orientation (Sample set of markers as shown in the following slides)										
2 Share Set 1 of markers <sup>1</sup> every month, starting from the mid-year parent engagement session (Sample set of markers as shown in the following slides)										
3 Share Set 2 of markers <sup>1</sup> every month, starting from learning exhibition (Sample set of markers as shown in the following slides)										

# Collateral for sharing markers: Sample flyers

## Solution Provider's Name - UKG

Is your child learning at  
school?

Solution  
Provider Logo

Ratta



Can recite nursery  
rhymes

Samajh



Can read simple English  
words

To check whether your child is learning at school or not, ask them these simple questions:

- Ask your child “**Can you give me 13 pencils / chalk / pens from here**”. Child should be able to count items unto the number 20.
- Ask our child “**Can you read the simple 3 letter words – cat, jug, nap, mud?**” Child should be able to read simple 3 letter words
- Ask your child “**Can you complete this puzzle?**” Child should be able to put together simple 4 piece puzzles



S No.	Questions	Response		
		Your child	_____	_____
1	Can you give me 13 pencils / chalk / pens from here			
2	Can you read these simple 3 letter words – cat, jug, nap mud?			
3	Can you complete this puzzle?			

### Name of solution provider

*Objective: Improve product recall among parents so they can talk about it to other parents*

### Introducing markers to test concepts

*Objective: Communicate difference between rote and conceptual learning*

### Markers

*Objective: Help parents assess their child's learning outcomes*

### Worksheet to collect responses

*Objective: Help parents compare learning outcomes and value the role played by the school and the product in their child's education*

# Collateral for sharing markers: Set 1 of marker list to be shared during and post the mid-year parent engagement session

Concept	LKG	UKG
English	Can you identify the letters: g, q,r,v?  <i>Visual aid: 15-20 alphabets in a table</i>	Can you read: cat, jug, nap, mud?  <i>Visual aid: written words</i>
	Among banana, tiger and car which of the words has the sound 'ba'?	Among banana, tiger and car which of the words has the sound 'ba'?
Math	Can you hand me 4 beans? Now can you hand me 8 beans?  <i>Aid: 20 beans in a bowl</i>	Can you hand me 7 beans? Now can you hand me 13 beans?  <i>Aid: 20 beans in a bowl</i>
Executive Function	Can you complete this puzzle?  <i>Aid: Biscuit/ butter pack cut in 4 pieces simple puzzle</i>	Can you complete this puzzle?  <i>Aid: Biscuit/ butter pack cut in 4 pieces simple puzzle</i>

# Second set of markers can be sent to parents from February-March

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1 Share set of 2-3 new home activities every month, starting from parent orientation (Sample set of markers as shown in the following slides)										
2 Share Set 1 of markers <sup>1</sup> every month, starting from the mid-year parent engagement session (Sample set of markers as shown in the following slides)										
3 Share Set 2 of markers <sup>1</sup> every month, starting from learning exhibition (Sample set of markers as shown in the following slides)										

# Collateral for sharing markers: Set 2 of marker list to be shared during and post mid-year parent engagement session

Concept	LKG	UKG
English	Can you name as many animals/ fruits/ eating items?	Can you tell me in English what you think is happening here?  <i>Visual aid: photo of children playing in the park</i>
Math	I have 5 beans in my right hand and another 3 beans in my left hand. Can you count and tell me how many beans I have in total?  <i>Aid: 8 beans</i>	This card has the number 4 with 4 big red hearts. If I were to add 2 more hearts, how many hearts would there be in total?  <i>Aid: 4 of hearts from a deck of card</i>
	Can you tell me which is the greatest number here?  <i>Visual aid: photo with 6 single digit numbers</i>	Can you tell me which is the greatest number here?  <i>Visual aid: photo with 6 single digit numbers</i>
Cognitive function	Can you identify a circle shaped item in the environment?	Can you identify a circle shaped item in the environment?

# Contents

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## 1 Context and objectives

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## 2 Best Practices

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### 2.1 Sales

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### 2.3 Implementation

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### **2.4 Management**

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## 3 Hypothetical business plan

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## 4 About PIPE and FSG Inclusive Markets

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# There are 4 best practices that help the solution providers manage their company by objectives

Roadmap for an ABL solution provider in the Indian APS market			
	Viable at APS level	Break-even	Profitable
Stage-wise milestones <sup>1</sup>	<ul style="list-style-type: none"> <li># APS: 40</li> <li>Gross Margin: (-9)%</li> <li>Learning outcome scores: 40%</li> <li>Brand recall (parent): 5%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 150</li> <li>Gross Margin: 23%</li> <li>Learning outcome scores: 50%</li> <li>Brand recall (parent): 12%</li> </ul>	<ul style="list-style-type: none"> <li># APS: 250</li> <li>Gross Margin: 33%</li> <li>Learning outcome scores: 60%</li> <li>Brand recall (parent): 20%</li> </ul>
Sales	<ul style="list-style-type: none"> <li>Sales team on-boarding</li> <li>Codified sales pitch</li> <li>Per-student pricing structure</li> <li>Payment collection</li> </ul>	<ul style="list-style-type: none"> <li>Incentive structure</li> <li>Marketing videos</li> <li>Sales tracking process</li> </ul>	<ul style="list-style-type: none"> <li>Lead generation</li> </ul>
Product	<ul style="list-style-type: none"> <li>Curriculum for 3 grades</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 5 grades</li> <li>Prescriptive lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for 6+ grades</li> <li>Digitized lesson plans</li> <li>Home toy kits</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>Hands-on teacher training</li> <li>Parent orientation session</li> <li>Administrator orientation sessions</li> <li>Remote teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Children learning exhibition</li> <li>Periodic school visits</li> <li>Mid-year parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>Remote on-going parent engagement</li> </ul>
Management		<ul style="list-style-type: none"> <li><b>M1</b> Well-defined organization structure</li> <li><b>M2</b> Employee performance management</li> </ul>	<ul style="list-style-type: none"> <li><b>M3</b> Management team meetings</li> <li><b>M4</b> KPI dashboards</li> </ul>

# As ABL solution providers scale to serve thousands of schools, management by objectives (MBO) becomes critical

*Management by Objectives (MBO) aims to improve the performance of an organization by defining objectives that are agreed to by the management and employees*

## Performance appraisal

*E.g., How do we reward employees depending on if they failed, met or exceeded targets?*

## Feedback

*E.g., How should we support the sales team sign up more schools?*

## Evaluate organization performance

*E.g., How is the organization doing on a monthly basis in terms of sales, delivery, collections etc.?*

## Define organization goals

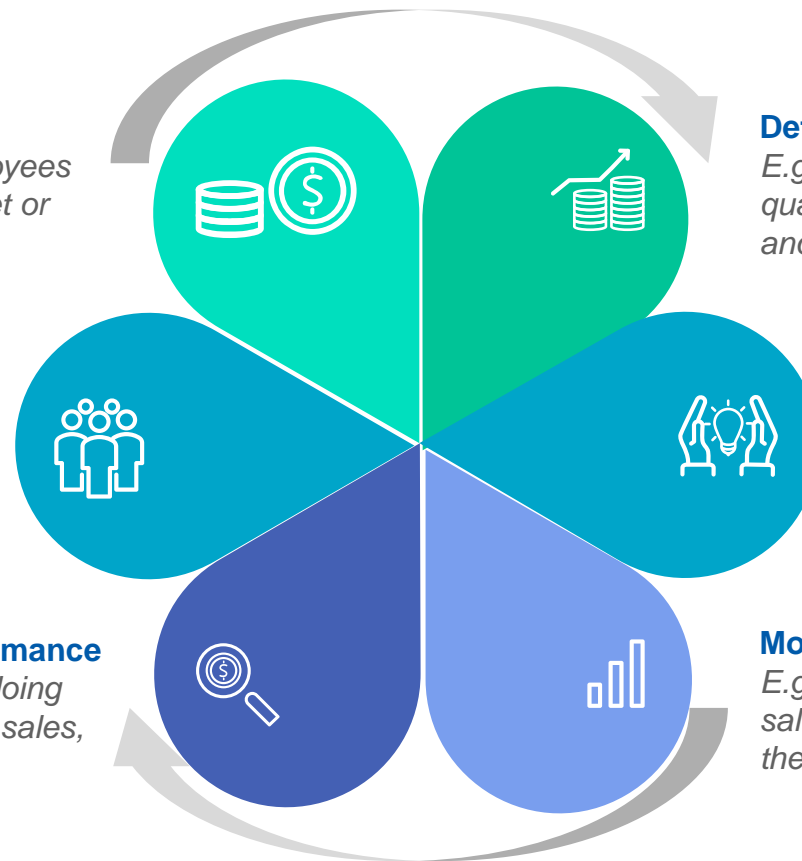
*E.g., What should the scale (# of APS), quality (% improvement in outcomes) and profitability be in the next 3 years?*

## Define employee objectives

*E.g., How many new schools must the sales team sign up to meet scale aspirations?*

## Monitor performance continuously

*E.g., How many new schools is each salesman signing up per month against the forecast?*



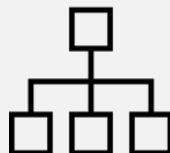


# Management by objectives benefits the organization and its employees

## Organization-level benefits



**Focus on outcomes** vs activities (e.g., # sign-ups vs. # of school visits)



**Clear organization goals, structure and ownership** (e.g., ownership of collections with sales team, renewals with implementation team)



**Expedited course correction** (e.g., regular tracking of attrition to plan recruitment and back-up for school support)

## Employee-level benefits



**Data driven performance review** (e.g., sales executives are reviewed based on their productivity)

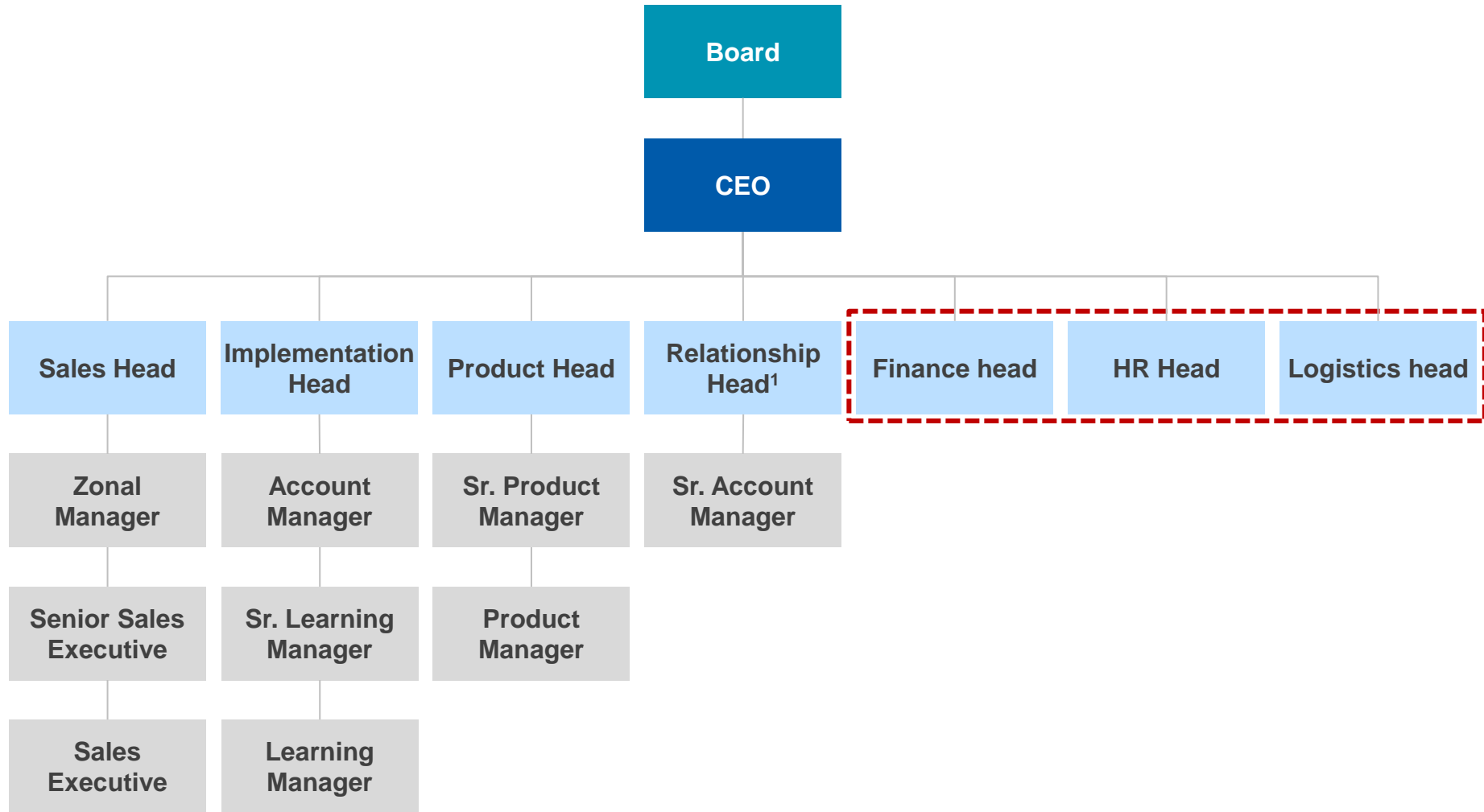


**Targeted training programs** (e.g., trainings on parent engagement based on review)



**Greater participation in goal setting** (e.g., implementation team provides inputs in defining child outcome goals)

An ABL solution provider at scale (e.g., 100+ APSs) should have 6-7 departments reporting to the CEO



# Each department head should have a defined and non-overlapping set of roles and responsibilities

Department	Roles and responsibilities
Sales head	<ul style="list-style-type: none"> <li>• Hire, train and manage sales team</li> <li>• Set up sales processes and manage salesforce effectiveness (e.g., lead generation, sales funnel)</li> <li>• Sign up new APSs</li> <li>• Plan targeted marketing campaigns</li> </ul>
Implementation head	<ul style="list-style-type: none"> <li>• Set up process and manage implementation support offered to APSs</li> <li>• Plan and manage implementation of parent engagement at all schools</li> <li>• Set up process to assess quality of implementation at all schools</li> <li>• Support relationship team in getting schools to renew, refer and buy for more grades</li> </ul>
Product head	<ul style="list-style-type: none"> <li>• Design/ refine the curriculum including lesson plans, activities and materials</li> <li>• Deliver targeted projects as discussed with the management (e.g., designing parent learning exhibitions, developing student assessment tools)</li> </ul>
Relationship head <sup>1</sup>	<ul style="list-style-type: none"> <li>• Build relationship with the school administrator (e.g., owner)</li> <li>• Manage renewals, timely collections, upsell (i.e., to more grades per APS), referral, showcase/ model schools</li> </ul>

1. Depending on scale and capability, this role may be combined with sales or implementation head. For details, please refer to Section: Considerations in designing the organization structure

# In finalizing the organization structure, a CEO may face multiple questions in allocating ownership of relationship management<sup>1</sup>

1

Should the sales head lead relationships as there is high skill alignment with respect to negotiations and closing a deal?

2
















Should the implementation team lead relationships given the frequency of visits and high role alignment?

3

Should a separate team be carved out to lead relationship management and not burden/ distract the sales and implementation teams?

1. Relationship management typically involves timely collections, renewals, upsell (i.e., to more grades if possible) and converting referral schools

A CEO has three options and should take a decision based on capabilities, budget and importance attached to role alignment

Criteria	Description	Customer relationship managed by...		
		Sales team	Implementation team <sup>1</sup>	Relationship team
<b>Skill alignment</b>	Ease of finding people with required sales skills. E.g., negotiation, closing			
<b>Resource utilization</b>	Overlap with current (i) roles; (ii) period of task; (iii) budget			
<b>Role alignment</b>	Alignment to the departments current core roles and responsibilities			
<b>Context and relationship</b>	Understanding of implementation quality, relationship challenges and owner/ teacher profiles			
<b>Impact on current workload</b>	Additional workload on the department given core responsibilities			

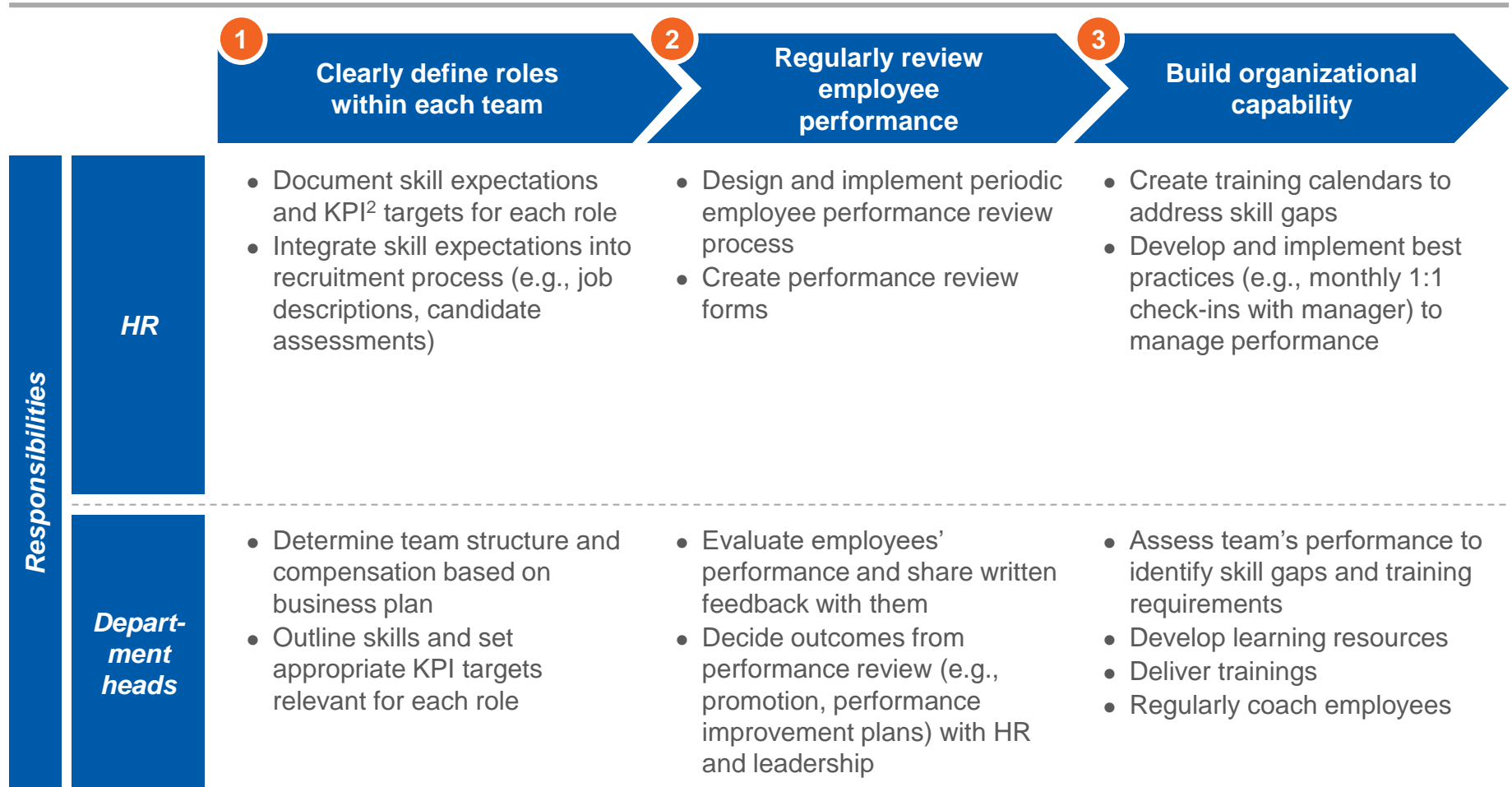


# Employee performance management can help achieve organizational goals and maintain a high-performing workforce

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- Aligns individual and team goals with organizational objectives
- Establishes clear expectations and holds employees accountable for their results
- Provides a framework to identify individuals' strengths and weaknesses, and plan for their professional development
- Highlights areas where upskilling is required
- Enables recognition and reward of high performers, and helps retain key talent

# HR<sup>1</sup>, in collaboration with department heads, should instate a 3-step performance management process



See subsequent slides for an illustration of the 3-step performance management process for one department (sales); HR to instate this process for all departments

To define an appropriate sales team structure, estimate the effort required to close 200 APSs<sup>1</sup>...

Dummy data

Stage in sales funnel	Total no. of APSs	No. of touch-points per APS	Total no. of touch-points	Total effort (no. of person days)
<b><i>Sales prospecting<sup>2</sup></i></b>	6,000	4 calls	24,000 calls	750
<b><i>First pitch to APS<sup>3</sup></i></b>	2,000	1 visit	2,000 visits	1,000
<b><i>Product demo<sup>3</sup></i></b>	1,000	2 visits	2,000 visits	1,000
<b><i>Negotiation<sup>3</sup></i></b>	400	3 visits	1,200 visits	600
<b><i>Sign up<sup>3</sup></i></b>	200	2 visits	400 visits	200

1. Number of APSs to close in a year is indicative and may differ for each organization; 2. One call for prospecting and establishing contact with the APS is assumed to take ~0.03 person days (4 calls per hour in an 8 hour workday); 3. One visit is assumed to take 0.5 person days



1

...based on the effort and skills required at each stage,  
define a cost-effective sales team structure...

### 1. Cost of sales team

Dummy data

	Cost of sales team (salaries)				
Stage in sales funnel	Total effort (no. of person days) <sup>1</sup>	Appropriate sales role	No. of employees	Average CTC per employee (INR) <sup>4</sup>	Total cost (INR)
Sales prospecting	750	Sales executive	14 <sup>2</sup>	4,00,000	56,00,000
First pitch to APS	1,000				
Product demo	1,000				
Negotiation	600	Senior sales executive	4 <sup>2</sup>	7,50,000	30,00,000
Sign up	200				
Administrative roles	NA	Zonal manager	2 <sup>3</sup>	12,00,000	24,00,000
		Sales head	1	23,00,000	23,00,000
Total cost of sales team (salaries)					1,33,00,000

### 2. Cost of sales

Category	Amount (INR)
Total cost of sales team (salaries)	1,33,00,000
Travel cost <sup>5</sup>	28,00,000
<b>Total cost of sales</b>	<b>1,61,00,000</b>
<b>Total revenue earned by signing up 200 APSs<sup>6</sup></b>	<b>4,80,00,000</b>

1. As estimated in effort required to close 200 APSs; 2. Each sales executive and senior sales executive is assumed to work for 200 person days per year on sales activities; 3. Each zonal manager is expected to manage/ oversee up to 10 employees (including sales executives and senior sales executives). If the sales team has more than 5 zonal managers, one regional manager can be hired to oversee 3-4 zonal managers each; 4. Cost to company (CTC) includes fixed and variable compensation; 5. Assumed INR 1,000 travel allowance per day spent in field; 6. Each APS is assumed to have 150 students, with price per student as INR 1,600 (including no additional fees per school)

# 1 ...with clearly defined skill requirements for each role (1/2)...

*Illustrative*

Skill	Whether the skill is a core skill required for the role			
	Sales executive	Sr. sales executive	Zonal manager	Sales head
Lead generation	✓	✓	X	X
Pitching	✓	✓	X	X
Negotiation and closing	✗	✓	✓	X
Customer relationship building	✗	✓	✓	X
Monitoring sales	✗	✓	✓	✓
Leadership and coaching	✗	✗	✓	✓
Optimizing sales	✗	✗	✓	✓
Overall budget accountability	✗	✗	✗	✓

**Legend:** ✓ Required core skill ✗ Not-required X Foundational skill, but not core competency

See subsequent slide for the detailed skill description for each role

# 1 ...with clearly defined skill requirements for each role (2/2)...

Skill	Skill summary				Illustrative
	Sales executive	Sr. sales executive	Zonal manager	Sales head	
<b>Lead generation</b>	<ul style="list-style-type: none"> <li>Identify and qualify leads</li> <li>Follow up on leads through calls/ visits</li> </ul>	<ul style="list-style-type: none"> <li>Identify and prioritize leads based on potential</li> <li>Seek new leads through networking/ events</li> </ul>	<ul style="list-style-type: none"> <li>Enable team to access lead database</li> </ul>	NA	
<b>Pitching</b>	<ul style="list-style-type: none"> <li>Deliver pitches/ demos with support</li> </ul>	<ul style="list-style-type: none"> <li>Independently deliver pitches/ demos and manage FAQs<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>Train sales executives on pitch/ demo delivery</li> </ul>	NA	
<b>Negotiation and closing</b>	<ul style="list-style-type: none"> <li>Close deals with support</li> </ul>	<ul style="list-style-type: none"> <li>Independently close deals</li> </ul>	<ul style="list-style-type: none"> <li>Support sales executives to close deals</li> </ul>	NA	
<b>Customer relationship building</b>	<ul style="list-style-type: none"> <li>Retain/ upsell to existing customers with support</li> </ul>	<ul style="list-style-type: none"> <li>Retain/ upsell to existing customers</li> <li>Track revenue collections</li> </ul>	<ul style="list-style-type: none"> <li>Manage customer/ payment default escalations</li> </ul>	NA	
<b>Monitoring sales</b>	<ul style="list-style-type: none"> <li>Regularly update data in CRM<sup>2</sup> as per SOPs<sup>3</sup> under supervision</li> </ul>	<ul style="list-style-type: none"> <li>Independently work-plan to achieve KPI targets</li> <li>Independently update data in CRM as per SOPs</li> </ul>	<ul style="list-style-type: none"> <li>Set daily and weekly targets for team, and monitor their performance</li> <li>Monitor compliance to TATs<sup>4</sup> and SOPs</li> </ul>	<ul style="list-style-type: none"> <li>Forecast yearly sales targets and develop action plans to achieve them</li> </ul>	
<b>Leadership and coaching</b>	NA	<ul style="list-style-type: none"> <li>Guide sales executives in work-planning</li> </ul>	<ul style="list-style-type: none"> <li>Review performance, identify training needs, and upskill/ coach team</li> </ul>	<ul style="list-style-type: none"> <li>Hire new resources, develop learning resources/ tools, and coach managers</li> </ul>	
<b>Optimizing sales</b>	NA	<ul style="list-style-type: none"> <li>Share inputs to improve sales effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Identify insights to boost marketing and sales based on sales performance analysis</li> </ul>	<ul style="list-style-type: none"> <li>Periodically refine sales strategy in line with organizational goals</li> <li>Identify new growth opportunities and ideate marketing initiatives</li> </ul>	
<b>Overall budget accountability</b>	NA	<ul style="list-style-type: none"> <li>Optimize for operational expenditure (e.g., travel)</li> </ul>	<ul style="list-style-type: none"> <li>Track revenue generation and implement cost-saving measures</li> </ul>	<ul style="list-style-type: none"> <li>Manage and improve revenue to cost metrics</li> </ul>	

# 1 ...and link the compensation structure for each role to KPIs

Indicative template with dummy data

Role	Average monthly base pay per person (INR)	KPI <sup>1</sup>	Average monthly variable pay per person <sup>2</sup>			Maximum monthly compensation per person (INR)
			Incentive for >=50 and <80% target achieved (INR)	Incentive for >=80 and <100% target achieved (INR)	Incentive for >=100% target achieved (INR)	
Sales executive	25,000	# calls	500	800	1,000	33,000
		# physical meetings	1,000	1,600	2,000	
		# demos administered	2,500	4,000	5,000	
Senior sales executive	50,000	# new sign-ups	2,750	4,400	5,500	62,500
		# renewals	2,500	4,000	5,000	
		Amount of revenue collected	1,000	1,600	2,000	
Zonal manager	70,000	# APSs	8,000	12,800	16,000	1,00,000
		Amount of revenue collected	7,000	11,200	14,000	
Sales head	1,20,000	# APSs	17,500	28,000	35,000	1,92,000
		Amount of revenue collected	12,500	20,000	25,000	
		Total sales cost	6,000	9,600	12,000	

1. KPI targets to be defined by managers in line with the business plan; 2. Variable compensation may vary from month to month as the sales cycle is spread disproportionately across the year



## 2 Institute a periodic employee performance review process

- Set up a periodic performance review process (e.g., quarterly, bi-annual)
- Use **standardized templates** to evaluate individual achievements, skills, and development areas
- Schedule **feedback sessions** to discuss the performance review form, address any concerns, and collaboratively plan for improvement
- Based on evaluation, decide **career progression or consequences** (e.g., performance improvement plan, termination) for employees
- Encourage employees to create a professional development plan for themselves
- Conduct regular (e.g., bi-weekly, monthly), **informal check-ins** to discuss progress/challenges related to professional development goals

 Illustrated in subsequent slides

# Create a standard performance review template aligned with strategic priorities (1/2)

Indicative template with dummy data

## Performance review form (Sr. sales executive)

Name:  Date:   
 Name of manager:  Review period:

### Overview

Overall message:

At least 3 strengths, with examples:

At least 3 areas of development, with examples:


At least 2 action steps for each area of development:

Additional context (e.g., new geography, <4 months tenure in role)

### KPI assessment (based on KPIs set at the start of the performance review cycle)<sup>1</sup>

Please enter performance against KPIs

Key performance indicator (KPI)	Minimum expectation <sup>2</sup>	KPI target	Actuals (only use data from CRM <sup>3</sup> )	Score (out of 5)
No. of unique meetings attended	50	100	90	4
No. of new leads generated	20	50	35	3
No. of new sign-ups	2	4	3	4
No. of referrals generated	1	3	2	3
No. of renewals	5	10	8	4
Revenue collected (INR)	10,00,000	25,00,000	10,00,000	1

Click here to access performance review template-  1. HR to determine frequency of performance review cycle (e.g., quarterly, bi-annual); 2. Employees not meeting minimum expectation may face consequences (e.g., performance improvement plan, termination of employment); 3. Customer resource management database

# Create a standard performance review template aligned with strategic priorities (2/2)

Indicative template with dummy data

Skill assessment			
On a scale of 1-5, please rate the employee on skill level demonstrated (for all except calculated fields- in grey)			
5- outstanding performance, 4- strong performance, 3- satisfactory performance, 2- needs improvement, 1- poor performance, and 0- not observed			
Skill	Description of outstanding (5/5) performance for a Sr. sales executive	Weight	Score (out of 5)
<b>Totals</b>		<b>100%</b>	<b>3.31</b>
Core skills	Lead generation	KPI target: Meets >=95% of KPI target on "no. of new leads generated"	10%
		Effectively identifies and prioritizes leads based on their likelihood of conversion and potential revenue	3%
		Proactively engages in networking activities and events, and establishes rapport with potential clients (e.g., attends 1+ networking event each quarter)	3%
	Pitching	Independently delivers clear and compelling pitches and product demos	3%
		Independently manages queries and concerns raised by APS owners/ administrators	3%
	Negotiation and closing	KPI target: Meets >=95% of KPI target on "no. of unique meetings attended"	10%
		KPI target: Meets >=95% of KPI target on "no. of new sign-ups"	10%
		With minimal input from manager, prioritizes leads in hot/ negotiation stage based on aging, engages the APS owner/ administrator via call, online & physical meeting to convince them to make the purchase decision	3%
		Able to close deals independently in >=70% cases	3%
	Customer relationship building	KPI target: Meets >=95% of KPI target on "no. of referrals generated"	10%
		KPI target: Meets >=95% of KPI target on "no. of renewals"	10%
		Upsells to at least 5% of existing customers by proactively communicating with APS owners/ administrators to address their needs, provide support, and offer value-added services or solutions post sign-up	3%
		KPI target: Meets >=95% of KPI target on "revenue collected (INR)"	10%
		Creates urgency for APS owners/ administrators to pay	3%
Non-core skills	Monitoring sales	Uses CRM as per established standard operating procedures (e.g., to track meeting dates, update call/ meeting notes, change deal status, add next call date)	3%
		More than 80% of the time, ensures timely completion of sales operations processes (e.g., payment confirmation, booking form, credit approval, know-your-customer)	3%
		Creates daily and weekly plan based on KPIs set by manager and prioritized deal buckets	3%
		Proactively flags APS owner/ administrators' escalations and payment default cases to manager	3%
	Leadership and coaching	Guides sales executives in planning and executing their sales activities (e.g., shares tips on improving pitches and prioritizing leads)	1%
		Contributes to development of training collateral (e.g., standard sales pitch script)	1%
	Optimizing sales	Contributes in team meetings by sharing inputs to improve sales effectiveness (e.g., lead generation), based on feedback shared by APS owners/ administrators, and knowledge about competitors	1%
	Overall budget accountability	Independently plans physical meetings to optimize for travel costs	1%

### 3 Build organizational capability to improve sales performance

#### Upskill employees

- Identify critical skill gaps within the team and organize relevant training sessions/ workshops (e.g., organize demo trainings with product team to improve pitch quality)
- Provide access to online platforms/ external training resources to enhance knowledge and expertise of teams (e.g., workshops on negotiation)

#### Develop learning resources/ tools







- Develop engaging and interactive demos using multimedia to highlight the key features, benefits, and unique selling points of each product offering
- Develop mock pitches tailored to different sales scenarios/ APS owner personas, to model best practices for salespersons
- Create FAQ<sup>1</sup> resources based on common questions and concerns raised in interactions with APS owners, sales calls and inquiries
- Develop SOPs for entering data into CRM (e.g., #calls and meetings, meeting notes, customer escalations)

#### Establish best practices for managing performance

- Set up mechanisms for managers to regularly recognize team's achievements, track progress on individual development goals, and share informal constructive feedback
- Encourage managers to shadow salespersons on field to observe performance, and collect feedback from peers, subordinates, and those working closely with employee
- Share tips and resources for managers on coaching techniques, active listening, feedback delivery and goal setting
- Develop guidelines to enable fair and consistent evaluation criteria free from personal assumptions or opinions



# An annual planning and a monthly tracking dashboard for each business head helps in setting targets and measuring progress

Dashboard	Description	Benefits
Annual dashboard	<ul style="list-style-type: none"> <li>• <b>Target setting</b> for each department done at the start of a new academic/ financial year collaboratively between the CEO and respective heads</li> <li>• <b>Contains outcome metrics</b> that indicate business health across profitability, sales and quality over a longer duration (e.g. 3-5 years)</li> </ul>	 <ul style="list-style-type: none"> <li>• <b>Improved business planning</b> (e.g., working capital, recruitment)</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Tracking long term organizational health</b> (e.g., salesperson's productivity, children's learning outcomes, APS's renewal rates)</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Performance appraisal linked to metrics</b> (e.g., no sales team bonus if sales productivity is &lt;8 APS per person)</li> </ul>
Monthly dashboard	<ul style="list-style-type: none"> <li>• <b>Operations performance tracking</b> updated monthly by department heads to discuss with the CEO</li> <li>• <b>Contains input and outcome metrics with monthly targets</b> that indicate progress of the department against the annual targets</li> </ul>	 <ul style="list-style-type: none"> <li>• <b>Data driven decisions</b> (e.g., Additional staff needed for sales given performance/ attrition)</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Targeted operations review</b> (e.g., Why are there 3 schools without an assigned LM for the past month?)</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Expedited course-corrections</b> (e.g., How to move renewals from 6 to 10 APSs a month in place of how do we improve?)</li> </ul>

# All metrics, across both dashboards, should be specific and measurable

## Dashboard

## Guidelines in developing the metrics

## Sample metrics for Implementation head

### Annual dashboard

- Contain outcome and not input metrics (e.g., New APSs signed up per sales person as opposed to number of visit to sign up an APS)
- Are department specific, measurable and mapped to agreed department roles
- Collected and reported by an independent unit (e.g., quality assurance team for quality or finance team for budget and sales revenues)
- 12-15 metrics per department<sup>1</sup>

#### Metric

% children answering questions correctly across all APSs (Sr KG)\*

% children answering questions correctly across all APSs (Grade 2)\*

% parents able to recall the name of the product

Total implementation team

### Monthly dashboard

- Contain input and outcome metrics (e.g., number of new APSs signed up in January, # of schools where first pitch is complete)
- Are exhaustive, measurable and absolute values (e.g., number of APSs that do not renew)
- Collected and reported by the respective department heads
- 20 metrics per department<sup>1</sup>

#### Metric

# of people (LM, SLM, RM) without term schedule on 1st of the month

# of schools with 0 visits by LM/SLM

# of schools with 0 visits by RM in the last 3 months

# of schools without an assigned LM/SLM

# of schools without an assigned RM

# of APSs which do not have a lesson plan

% children answering questions correctly across all APSs (Sr KG)

% children answering correctly in the bottom 25% of APSs (Sr KG)

1. The number of metrics between annual and monthly dashboard will vary and can be different as the monthly dashboard captures input and interim outcome metrics

# The CEO should inform all department heads about steps to roll-out the annual and monthly dashboard<sup>1</sup>

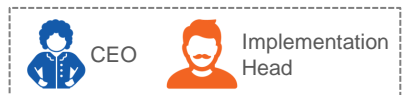


Pallavi, the CEO of ABC, has informed all respective heads about the new annual and monthly target setting and reporting dashboards. She has laid down the following steps for all department heads

## Typical steps to be followed by an organization for rolling out and managing dashboards:

- 1 Department heads should come up with the first list of metrics for annual and monthly dashboard
- 2 The CEO and each department head should discuss and align on the final list of metrics for monthly and annual metrics
- 3 Each department head should populate targets for monthly and annual dashboards
- 4 The CEO and department heads should discuss and finalize targets
- 5 The MIS (data) team should collate and update the annual and monthly metrics with the actual data
- 6 The CEO and department heads should meet monthly to discuss actual vs forecasted performance and address key challenges

Soham, the Implementation head at ABC, has a few doubts on the steps and sets up a meeting with Pallavi to address his questions



1. Illustrative conversation between the CEO and department head to guide the reader on nature of conversation. Detailed set of metrics available in Section: "List of dashboards for all department heads" of this document

# Department heads should come up with the first list of metrics for annual and monthly dashboard<sup>1</sup>

S. No.	Annual Metrics <sup>2</sup>
1	% children answering questions correctly across all APSs (Sr KG)*
2	% children answering questions correctly across all APSs (Grade 2)*
3	Average # of APSs per trainer
4	Average # of visits per APS
5	Average Sr KG Classroom environment score*
6	Total implementation team members
7	% parents able to recall the name of the product
8	Implementation cost (₹ lacs)

S. No.	Monthly Metrics <sup>2</sup>
Implementation	# of APSs which do not have a lesson plan
	% children answering questions correctly across all APSs (Sr KG)
	% children answering correctly in the bottom 25% of APSs (Sr KG)
	# of schools behind target with curriculum completion
Team	# of candidates interviewed
	# of LMs left
Cost	Implementation cost(₹ lacs)



Hi Soham. From this year, we are introducing a new annual target setting exercise

Sounds interesting. I have heard about this before.



What would you like me to do?



I would like you reflect upon your key areas of responsibilities and come up with a list of metrics to set targets and track performance at annual and monthly level, respectively

OK. Can you explain using an example?



Sure. One example would be % children answering questions correctly. Another would be #LM that left in a month.

# The CEO and each department head should discuss and align on the final list of metrics<sup>1</sup>

S.NO.	Metric	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
1	% children answering questions correctly across all APSs (Sr KG)*					
2	% children answering questions correctly across all APSs (Grade 2)*					
3	Average # of APSs per trainer					
4	Average # of visits per APS					
5	Average Sr KG Classroom environment score*					
6	Total implementation team members					
7	% parents able to recall the name of the product					
8	Implementation cost (₹ lacs)					
9	Implementation cost (as a % of total revenue)					

			2020							2021		
S.NO.	Categories	Metric	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1	Implementation	# of people (LM, SLM, RM) without term schedule on 1st of the month										
2	Implementation	# of schools with 0 visits by LM/SLM										
3	Implementation	# of schools with 0 visits by RM in the last 3 months										
4	Implementation	# of schools without an assigned LM/SLM										
5	Implementation	# of schools without an assigned RM										
6	Implementation	# of APSs which do not have a lesson plan										
7	Implementation	% children answering questions correctly across all APSs (Sr KG)										
8	Implementation	% children answering correctly in the bottom 25% of APSs (Sr KG)										
9	Implementation	% children answering questions correctly across all APSs (Grade 2)										
10	Implementation	% children answering correctly in the bottom 25% of APSs (Grade 2)										
11	Implementation	# of owner complaints not answered by end of the day										
12	Implementation	# of schools on track with curriculum completion										
13	Implementation	# of schools behind target with curriculum completion										
14	Team	# of candidates interviewed										
15	Team	# of LMs left										
16	Team	# of LMs (total)										
17	Team	# of SLMs (total)										
18	Team	# of RMs (total)										
19	Team	# of RMs not capable of training LMs										
20	Team	# of FRs not submitted for LMs										
21	Team	# of FRs not submitted for SLMs										
22	Team	# of FRs not submitted for RMs										
23	Team	# of LMs not trained										
24	Team	# of RMs not trained										
25	Cost	Implementation cost(₹ lacs)										



CEO



Implementation Head

Here is an initial draft of metrics. What do you think?



How do we know how children from the bottom 25% of the APSs are performing?

Currently, we'll be tracking at an aggregate level. So we'll have to do it case by case.



In that case, let's add a metric stating "% Sr. KG children answering correctly from bottom 25% APSs"

But Pallavi, how is this useful?



This will help us understand how the bottom 25% APSs are doing. If variation from average is high, it's a challenge.

Also, I would like to see monthly trends in attrition to improve forecasting

Sure. I need the finance team to provide monthly data on spend

# Each department head should populate targets for monthly and annual dashboards<sup>1</sup>

S. No.	Annual Metrics <sup>2</sup>	AY 2020/21	AY 2021/22
1	% children answering questions correctly across all APSs (Sr KG)*	30%	35%
2	% children answering questions correctly across all APSs (Grade 2)*	30%	35%
3	Average # of APSs per trainer	12	12
4	Average # of visits per APS	6	6
5	Average Sr KG Classroom environment score*	40%	45%
6	Total implementation team members	25	30
7	% parents able to recall the name of the product	15%	20%
8	Implementation cost (₹ lacs)	120	140

S. No.	Monthly Metrics <sup>2</sup>	Jun-20	Jul-20
Implementation	# of APSs which do not have a lesson plan	0	0
	% children answering questions correctly across all APSs (Sr KG)	35%	35%
	% children answering correctly in the bottom 25% of APSs (Sr KG)	20%	20%
	# of schools behind target with curriculum completion	0	0
Team	# of candidates interviewed	10	10
	# of LMs left	3	3
Cost	Implementation cost(₹ lacs)	20	20



For the next steps Soham, I'd like you to come up with forecasts on targets based on your experience and what you feel is achievable.

Sure Pallavi. But I don't think I can set a target for number of team members



If you can't set a target, how should I allot you a budget for hiring?

OK. Give me a week to reflect on the metrics and come up with the estimates



Great. Next time around, lets only review the targets. The metrics look good and are final.

# The CEO and department heads should discuss and finalize targets for monthly and annual metrics<sup>1</sup>

S. No.	Annual Metrics <sup>2</sup>	AY 2020/21
1	% children answering questions correctly across all APSs (Sr KG)*	40%
2	% children answering questions correctly across all APSs (Grade 2)*	40%
3	Average # of APSs per trainer	12
4	Average # of visits per APS	8
5	Average Sr KG Classroom environment score*	30%
6	Total implementation team members	20
7	% parents able to recall the name of the product	5%
8	Implementation cost (₹ lacs)	100

S. No.	Monthly Metrics <sup>2</sup>	Jun-20
Implementation	# of APSs which do not have a lesson plan	0
	% children answering questions correctly across all APSs (Sr KG)	40%
	% children answering correctly in the bottom 25% of APSs (Sr KG)	30%
	# of schools behind target with curriculum completion	40%
Team	# of candidates interviewed	30%
	# of LMs left	0
Cost	Implementation cost(₹ lacs)	10



Here are the target estimates based on my understanding. What do you think?



We have 240 APSs, and you have exactly 20 LMs. Is that ok

No, I'll build in 20% contingency. Thanks!

Also, I think we should include a renewals target



Since we have a relationship team, they should lead it

Why are you conservative on your learning outcome target

70% of our APSs are new. I think this is fair

Once aligned the CEO and the respective heads should consider this as the final targets for the year



# The MIS (data)<sup>1</sup> team should collate and update the annual and monthly metrics with the actual data<sup>2</sup>

S. No.	Annual Metrics <sup>3</sup>	AY 2020/21
1	% children answering questions correctly across all APSs (Sr KG)*	40%
2	% children answering questions correctly across all APSs (Grade 2)*	40%
3	Average # of APSs per trainer	12
4	Average # of visits per APS	8
5	Average Sr KG Classroom environment score*	30%
6	Total implementation team members	20
7	% parents able to recall the name of the product	5%
8	Implementation cost (₹ lacs)	100

S. No.	Monthly Metrics <sup>3</sup>	Jun-20
Implementation	# of APSs which do not have a lesson plan	0 (40)
	% children answering questions correctly across all APSs (Sr KG)	40% (30%)
	% children answering correctly in the bottom 25% of APSs (Sr KG)	30% (10%)
	# of schools behind target with curriculum completion	40% (30%)
Team	# of candidates interviewed	30% (10%)
	# of LMs left	0 (35)
Cost	Implementation cost(₹ lacs)	10 (3)



Can you publish the data for the metrics by next week, 2 November



Sure I can, except on the Sr KG classroom environment score. Your team has not shared the data yet



Sure, go ahead and populate data for the rest. I'll make sure my team submits by tomorrow, EOD



Great, thanks!





# The CEO and department heads should meet monthly to discuss actual performance and address key challenges<sup>1</sup>

S. No.	Annual Metrics <sup>3</sup>	AY 2020/21
1	% children answering questions correctly across all APSs (Sr KG)*	40% (30%)
2	% children answering questions correctly across all APSs (Grade 2)*	40% (34%)
3	Average # of APSs per trainer	12 (13)
4	Average # of visits per APS	8 (4)
5	Average Sr KG Classroom environment score*	30% (25%)
6	Total implementation team members	20 (24)
7	% parents able to recall the name of the product	5% (NA)
8	Implementation cost (₹ lacs)	100 (25)

S. No.	Monthly Metrics <sup>3</sup>	Jun-20
Implementation	# of APSs without a school visit in the past 2 months	0 (4)
	% children answering questions correctly across all APSs (Sr KG)	40% (30%)
	% children answering correctly in the bottom 25% of APSs (Sr KG)	30% (10%)
	# of schools behind target with curriculum completion	40% (30%)
Team	# of candidates interviewed	30% (10%)
	# of LMs left	0 (35)
Cost	Implementation cost(₹ lacs)	10 (3)

Target  
(Actual)



CEO



Implementation  
Head



Why are there 4 schools without an LM visit in the past 2 months?

We have had a sudden attrition as competition is poaching our staff aggressively.



OK, in the meanwhile, how do we manage schools?

I am planning to deploy our Sr. LMs to these schools and make sure the transition is smooth



OK. And how do we retain the remaining LMs?

I have 3 options. Should we discuss now?



# Illustration: CEO | Annual dashboard<sup>1</sup> (1/2)

			AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
Department	Metric	Date for collection	Target	Target	Target	Target	Target
CEO/ Finance	Total number of APSs	30 April					
	# of new APSs acquired	30 April					
	# of renewal APSs	30 April					
	Total number of children	30 April					
	Revenue (₹ Crore)	30 April					
	Revenue (%)	30 April					
	Product cost (% of revenue)	30 April					
	Implementation cost (% of revenue)	30 April					
	APS-level margin (% of revenue)	30 April					
	Sales cost (% of revenue)	30 April					
	Gross margin (% of revenue)	30 April					
	Corporate overheads (% of revenue)	30 April					
	Net margin (% of revenue)	30 April					
	Funding required (₹ Crore)	30 April					
	Total number of permanent employees	30 April					
Sales	New sales revenue (₹ Crore)	30 April					
	Collections (as a % of total revenue)	30 April					
	Average price per child (₹)	30 April					
	Total sales team	30 April					

1. Internal assessment refers to internal assessment by product head and CEO; External assessment by education experts - Purvi and Gauri; Figures in brackets are actuals; For LO, questions can be across all learning domains; \* Metrics that require an annual quality assessment; 2. Part of the FSG's suggested classroom environment tool; 3. New product launches include extension of program to new grades e.g., extension to grade 3; \* Metrics that require an annual quality assessment;

# Illustration: CEO | Annual dashboard<sup>1</sup> (2/2)

			AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
Department	Metric	Date for collection	Target	Target	Target	Target	Target
Implementation	% of owners introducing other APSs	27 February					
	% of Sr. KG children answering correctly*	27 February					
	% of grade 2 children answering correctly*	27 February					
	Average # of visits per APS	27 February					
	Average Sr KG Classroom environment score* <sup>2</sup>	27 February					
	% parents able to recall the name of the product	27 February					
	Total implementation team	30 April					
Product	Total product team	30 April					
	Total number of new product launches <sup>3</sup>	30 April					
Relationship	Revenue from upsell (₹ Crore)	30 April					
	Revenue from referrals (₹ Crore)	30 April					
	% of schools that renewed	30 April					
	Customer satisfaction (CSAT) score (%)	30 April					
	Total relationship team	30 April					

1. Internal assessment refers to internal assessment by product head and CEO; External assessment by education experts - Purvi and Gauri; Figures in brackets are actuals; For LO, questions can be across all learning domains; \* Metrics that require an annual quality assessment; 2. Part of the FSG's suggested classroom environment tool; 3. New product launches include extension of program to new grades e.g., extension to grade 3; \* Metrics that require an annual quality assessment;

# Illustration: CEO | Monthly dashboard<sup>1</sup>

Team	Metric	2020							2021				
		Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Sales	New sales revenue (₹ Crore)												
	Sales conversion (# of APSs that have signed up out of schools visited)												
	# of schools in pipeline (lead database)												
	# of schools where first visit is complete												
	# of schools where demo is complete												
	# of schools signed up (first payment enched)												
	Total # of children from new APSs												
	Collections (₹ Crore)												
	# of schools that have not paid 30% or more												
	# of schools that have not paid 50% or more												
	Sales cost - salary and travel (₹ Lacs)												
	Total sales team												
Implementation	# of schools renewed												
	% parents able to recall the name of the product												
	Total implementation team												
	# of schools not visited once in the month												
	Revenue from upsell (₹ Crore)												
	# of APSs buying for additional grades												
	# of schools that renewed												
	Customer satisfaction (CSAT) score (%)												
	# of schools that have referred other schools (total)												
Product	Total product team												

1. Figures in brackets are actuals; For LO, questions can be across all learning domains; 2. Part of the FSG's suggested classroom environment tool; \* Metrics that require an annual quality assessment

# Illustration: Sales head | Annual dashboard<sup>1</sup>

		Targets				
S.NO.	Metric	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
1	Total revenue (₹ Crore)					
2	New sales revenue (₹ Crore)					
3	Total number of APSs signed up (new)					
4	Total number of children from new APSs					
5	Average number of children per new APS					
6	Average price per child (₹)					
7	Average number of new APSs sold per salesman					
8	Average revenue from new APS per salesman (₹ lacs)					
9	% Sales conversion (% that have signed up out of schools visited)					
10	Sales cost (₹ Lacs)					
11	Sales cost (as a % of revenue)					
12	Total sales team					
13	Default rate (% of revenue)					
14	Collections (₹ Crore)					

1. Figures in brackets are actuals

# Illustration: Sales head | Monthly dashboard<sup>1</sup>

			2020							2021				
S.NO.	Category	Metric	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Revenue	Total revenue from new APSs (₹ Lacs)												
2	Revenue	Total revenue collected (₹ Lacs)												
3	Sign-ups	# of APSs in pipeline (lead database)												
4	Sign-ups	# of APSs where first pitch is complete												
5	Sign-ups	# of APSs where second pitch (demo) is complete												
6	Sign-ups	# of APSs signed up (first payment encashed)												
7	Sign-ups	Total # of children (from new APSs signed up)												
8	Pricing	Minimum price per child (₹)												
9	Personnel	# of sales executives												
10	Personnel	# of senior sales executives												
11	Training	% of trained sales executives (10 minute mock pitch video shared)												
12	Training	% of trained senior sales executives (10 minute mock pitch video shared)												
13	Feedback	# of FRs <sup>2</sup> submitted for sales executives												
14	Feedback	# of FRs submitted for senior sales executives												
15	Feedback	# of FRs submitted for zonal managers												
16	Cost	Sales cost (₹ Lacs)												

1. Figures in brackets are actuals; 2. Feedback report (FR) is produced by senior manager after feedback chat and submitted to Seniors/HR

## Illustration: Implementation head | Annual dashboard<sup>1</sup>

S.NO.	Metric	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25	AY 2024/26
1	% children answering questions correctly across all APSs (Sr KG)*						
2	% children answering questions correctly across all APSs (Grade 2)*						
3	Average # of APSs per trainer						
4	Average # of visits per APS						
5	Average Sr KG Classroom environment score*						
6	Total implementation team members						
7	% parents able to recall the name of the product						
8	Implementation cost (₹ lacs)						
9	Implementation cost (as a % of total revenue)						

1. Figures in brackets are actuals; For learning outcomes, questions can be across all learning domains; \* Metrics that require an annual quality assessment

# Illustration: Implementation head | Monthly dashboard<sup>1</sup>

S.NO.	Categories	Metric	2020							2021				
			Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Implementation	# of people (LM, SLM, RM) without term schedule on 1st of the month												
2	Implementation	# of schools with 0 visits by LM/SLM												
3	Implementation	# of schools with 0 visits by RM in the last 3 months												
4	Implementation	# of schools without an assigned LM/SLM												
5	Implementation	# of schools without an assigned RM												
6	Implementation	# of APSs which do not have a lesson plan												
7	Implementation	% children answering questions correctly across all APSs (Sr KG)												
8	Implementation	% children answering correctly in the bottom 25% of APSs (Sr KG)												
9	Implementation	% children answering questions correctly across all APSs (Grade 2)												
10	Implementation	% children answering correctly in the bottom 25% of APSs (Grade 2)												
11	Implementation	# of owner complaints not answered by end of the day												
12	Implementation	# of schools on track with curriculum completion												
13	Implementation	# of schools behind target with curriculum completion												
14	Team	# of candidates interviewed												
15	Team	# of LMs left												
16	Team	# of LMs (total)												
17	Team	# of SLMs (total)												
18	Team	# of RMs (total)												
19	Team	# of RMs not capable of training LMs												
20	Team	# of FRs not submitted for LMs												
21	Team	# of FRs not submitted for SLMs												
22	Team	# of FRs not submitted for RMs												
23	Team	# of LMs not trained												
24	Team	# of RMs not trained												
25	Cost	Implementation cost (₹ lacs)												

1. Figures in brackets are actuals; SLM = Senior LM; RM = Regional Manager; Feedback report (FR) is produced by senior manager after feedback chat and submitted to Seniors/HR;

For LO, questions can be across all learning domains; \* Metrics that require an annual quality assessment



# Illustration: Product head | Annual dashboard<sup>1</sup>

S.NO.	Metric	Targets				
		AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
1	% teachers that fully complied to the lesson plans <sup>2</sup>					
2	% teachers that implemented the activities correctly <sup>2</sup> (e.g., correct usage of all prescribed materials, teacher checks for understanding)					
3	% classrooms where >75% of the students are engaged and on task <sup>2</sup> (e.g., participate in whole class or small group activities)					
4	% lesson plans that meet at least 8 of 13 guidelines <sup>3</sup> - internal assessment					
5	% lessons plans that meet at least 8 of 13 guidelines <sup>3</sup> - external assessment					
6	Average Sr. KG class environment score* <sup>2</sup>					
7	% children answering questions correctly across all APSs (Sr KG)*					
8	% children answering questions correctly across all APSs (Grade 2)*					
9	# of owners that raised concerns about the product (books, TLM, teacher handbook)					
10	# of teachers that raised concerns about the product (books, TLM, teacher handbook)					
11	Product cost (₹ lacs)					
12	Product cost (as a % of revenue)					
13	Total product team					

1. Internal assessment refers to internal assessment by product head & CEO; External assessment by education experts - Purvi and Gauri; Figures in brackets are actuals; \* Metrics that require an annual quality assessment; 2. Part of the FSG's suggested classroom environment tool; 3. Guidelines that determine quality of a lesson plan. Please refer to tab "Guidelines for lesson plan"

# Illustration: Product head | Monthly dashboard<sup>1</sup>

			2020								2021				
S.NO.	Categories	Metric	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
1	Product	Total # of projects (e.g. modify curriculum) ongoing													
2	Product	# of projects completed													
3	Product	# of projects that dropped													
4	Product	% children answering questions correctly across all APSs (Sr KG)													
5	Product	% children answering correctly in the bottom 25% of APSs (Sr KG)													
6	Product	% children answering questions correctly across all APSs (Grade 2)													
7	Product	% children answering correctly in the bottom 25% of APSs (Grade 2)													
8	Product	# of APSs assessed by the product team for Sr. KG learning outcomes													
9	Product	% children answering questions correctly in the product team cohort													
10	Product	# of Sr. KG classrooms assessed by the product team													
11	Product	Average score of the Sr. KG classroom environment assessed by the product team													
12	Team	Team size of the product team													
13	Team	# of product team members that left													
14	Team	# of product team members not trained													
15	Team	# of product team members without FR													
16	Cost	Product development budget (₹ Lacs)													

1. Feedback report (FR) is produced by senior manager after feedback chat and submitted to Seniors/HR; Figures in brackets are actuals;

\* Metrics that require an annual quality assessment

# Illustration: Relationship head | Annual dashboard<sup>1</sup>

		Targets				
S.NO.	Metric	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
1	Revenue from upsell (₹ Crore)					
2	% of APSs buying for additional grades					
3	Revenue from referrals (₹ Crore)					
4	Collections (as a % of total revenue)					
5	% of schools that renewed					
6	Customer satisfaction (CSAT) score (%)					
7	% of schools where material/ book delivery is delayed by more than a week					
8	% of schools where at least 1 query is unresolved by more than a week					
9	Total relationship team					
10	Relationship team cost (as a % of total revenue)					

1. Figures in brackets are actuals

# Illustration: Relationship head | Monthly dashboard<sup>1</sup>

S.NO.	Category	Metric	2020							2021				
			Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Relationship	Revenue from upsell (₹ Crore)												
2	Relationship	# of APSs buying additional grades												
3	Relationship	Revenue from referrals (₹ Crore)												
4	Relationship	Collections (₹ Crore)												
5	Relationship	Number of schools that have not paid 10% advance												
6	Relationship	Number of schools that have not paid 50% before start of term 1												
7	Relationship	Number of schools that have not paid 40% before start of term 2												
8	Relationship	# of schools that have renewed												
9	Relationship	# of schools that will not renew												
10	Relationship	Customer satisfaction (CSAT) score (%)												
10a	Relationship	Average satisfaction score on quality of books (%)												
10b	Relationship	Average satisfaction score on quality of service (%)												
10c	Relationship	Average satisfaction score on managing parent concerns (%)												
10d	Relationship	Average satisfaction score on managing teacher concerns (%)												
10e	Relationship	% owners that will renew the program												
10f	Relationship	% owners that will buy additional grades												
10g	Relationship	% owners that will refer program to other APS owners												
10h	Relationship	% APSs that willing to be a showcase school												
11	Relationship	# of APSs where material/ book delivery is delayed by more than a week												
12	Relationship	# of schools where at least 1 query is unresolved for more than a week												
13	Team	# of senior account managers												
14	Team	# of senior account managers left												
15	Team	# of FRs not submitted for senior account managers												
16	Cost	Relationship team budget (₹ Lacs)												

# Management team meetings enable strategic planning, cross-department collaboration and capability development

## Strategic planning

- Facilitates sharing of contextual information required for strategic planning (e.g., financial performance, ABL/ APS market trends)
- Offers a collaborative platform for co-developing strategies and setting goals (e.g., expanding to new geographies or higher grades)
- Enables allocation of human resources, technology and other assets as per strategic priorities
- Enables members to identify potential risks and opportunities in internal and external environment (e.g., growing market interest in gamified learning experiences)

## Progress review

- Enables department-wise KPI<sup>1</sup> setting in line with strategic goals
- Provides a platform for review of each department's performance against goals
- Facilitates problem-solving and ideation of new initiatives for each department (e.g., ideas to improve sales conversion)

## Cross-department collaboration

- Drives collaboration by facilitating structured communication, idea sharing, and collective decision-making (e.g., sales and content team jointly upgrade ABL content to address competitive landscape)
- Sets expectations and ensures everyone understands their role (e.g., allocation of responsibilities between sales and HR<sup>2</sup> team for training salesforce)
- Prevents silos as members can witness how each project aligns with broad strategy

## Organizational capability development

- Creates a positive feedback loop, enabling teams to learn from experiences
- Provides a platform for leaders to inspire and motivate the team
- Increases trust and empathy as team members get to understand each others' context, efforts, and challenges better

# Logistics required to effectively run management team meetings

## When?

- Set a regular cadence, preferably monthly/ once in 2 months
- Pick a date as per availability of key management team members for an in-person meeting, and key data points required for discussion (e.g., previous month's performance on KPIs)

## Who?

- Include leadership, all department heads (i.e., sales, implementation, product/ content, HR, operations, finance, etc.) and any other key personnel in the organization (e.g., academic consultants)
- Define roles to be played by each attendee; e.g.,
  - Any internal staff can run the meeting
  - Operations staff to record minutes of the meeting
  - Department heads to present department updates and actively contribute to the overall discussion

## What?

- Define a standing agenda for effective time management
- Use necessary preparation materials and data points to guide the discussion (e.g., KPI dashboard, CRM<sup>1</sup>)

 Illustrated in subsequent slides

# Illustration: Standing agenda for management team meeting

*Having a standing agenda for management team meetings ensures consistency, efficiency, and strategic focus*

#	Agenda item		Time allocation
1	Welcome		5 minutes
2	Discuss wins of the month		10 minutes
3	Leadership to share new decisions (e.g., budget allocations, new products, pricing strategy, decisions of BoD <sup>1</sup> ) and the 5-year plan <sup>2</sup>		20 minutes
4	Department-wise progress review (sales, implementation, product/ content, HR, operations, finance, etc.)		2 hours (15-20 minutes per department)
	A	Review of KPIs	
	B	Follow-up on action items from previous management team meeting	
	C	Updates on new initiatives and projects	
	D	Discussion on cross-department dependencies and resource requirements	
	E	Discussion on opportunities, challenges, and risks	
	F	Next steps and action items	
5	Open discussion, feedback and concerns		30 minutes
6	Closing and adjournment		10 minutes

1. Board of directors; 2. 5-year plan should be regularly updated to reflect new decisions/ initiatives, and changes in revenue/ cost trends

# Illustration: Indicative materials to guide the discussion

Department heads can use KPI dashboards to present progress and highlight concerns, and leadership can focus the discussion on metrics where target was not met (highlighted)

Monthly sales dashboard<sup>1</sup>: Status as of April 2024

S. No.	Category	Metric	April 2024		
			Target	Outcome	% target achieved
1	Revenue	Total revenue from new APSs (₹ Lacs)	20	12	60%
2	Revenue	Total revenue collected (₹ Lacs)	10	8	80%
3	Sign-ups	# of APSs in pipeline (lead database)	100	120	120%
4	Sign-ups	# of APSs where first pitch is complete	75	75	100%
5	Sign-ups	# of APSs where second pitch (demo) is complete	50	50	100%
6	Sign-ups	# of APSs signed up (first payment encashed)	20	15	75%
7	Sign-ups	Total # of children (from new APSs signed up)	2,000	1,500	75%
8	Pricing	Minimum price per child (₹)	1,000	800	80%
9	Personnel	# of sales executives	10	9	90%
10	Personnel	# of senior sales executives	2	2	100%
11	Training	% of trained sales executives (10 minute mock pitch video shared)	80%	80%	100%
12	Training	% of trained senior sales executives (10 minute mock pitch video shared)	80%	40%	50%
13	Feedback	# of FRs <sup>2</sup> submitted for sales executives	10	0	0%
14	Feedback	# of FRs submitted for senior sales executives	2	0	0%
15	Cost	Sales cost – salary and reimbursements (₹ Lacs)	5	6	80%

- Was the target on # APSs signed up realistic?
- What external or internal factors impacted performance?

- Is there an established process for sharing FRs?
- Why are managers not prioritizing submitting FRs?

1. List of metrics is indicative and not exhaustive, targets and outcomes are dummy data; 2. Feedback report (FR) is produced by managers after feedback chats and submitted to their seniors/ HR



# Do's and don'ts of running effective management team meetings

	Do's	Don'ts
Meeting protocol	<ul style="list-style-type: none"><li>• Start and end the meeting on time to respect attendees' schedules</li><li>• Create a well-structured agenda and allocate sufficient time for strategic discussions</li><li>• Record key decisions and next steps and circulate them within two days</li></ul>	<ul style="list-style-type: none"><li>• Avoid including too many items on the agenda, as this may lead to rushed discussions and ineffective decision-making</li></ul>
Use of data	<ul style="list-style-type: none"><li>• Share any pre-read materials at least one day before the scheduled meeting</li><li>• Every department head to use live dashboards (e.g., MIS<sup>1</sup> report or CRM with pre-populated data) to guide discussions</li></ul>	<ul style="list-style-type: none"><li>• Avoid relying on verbal updates or on data not taken from MIS</li></ul>
Facilitation	<ul style="list-style-type: none"><li>• Follow through on action items from the previous meeting</li><li>• Encourage every team member to ask questions and share suggestions/ constructive feedback</li><li>• Get buy-in from all relevant team members before signing-off on a decision</li><li>• End the meeting with a brief review of key decisions and action items; clearly define responsibilities and deadlines to promote accountability</li></ul>	<ul style="list-style-type: none"><li>• Avoid focusing on minor details (e.g., minor data discrepancy) at the expense of strategic discussions</li><li>• Avoid disproportionate focus on 1-2 discussion points and ensure a balanced discussion</li></ul>

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# Key assumptions & considerations for the hypothetical business plan

## Snapshot of key assumptions (annual basis)

<b>All inclusive price per student</b>	₹ 1,525
<b>Renewal rate</b>	75% in Y1; 77% in Y2; 79% in Y3; 80% in Y4,5
<b>Default rate on collections<sup>1</sup></b>	5% in Y1; 4% in Y2; 3% in Y3,4,5
<b>Average number of classrooms signed-up/ APS</b>	3 in Y1; 4 in Y2; 4 in Y3; 5 in Y4; 6 in Y5
<b>Average number of students signed-up/ APS</b>	90 in Y1; 120 in Y2,3; 150 in Y4; 180 in Y5
<b>Number of schools that each trainer can service</b>	12
<b>Number of new APSs that a salesperson can sign up in a year</b>	8 in Y1; 9 in Y2,3; 10 in Y4,5
<b>Total overheads</b>	15% of total annual revenue

## Key model considerations

- Designed for an existing ABL solution provider planning to serve the APS market
  - Assumes a saleable product is in place for at least pre-primary grades
  - Assumes key leadership resources are in place (e.g., CEO, head of sales, head of implementation, head of product)
  - Assumes basic processes and associated investments are in place
- Number of schools signed up per year is determined by the number of salespeople hired in the previous year
- Number of schools signed up along with planned days of support offered per APS determines the number of implementation staff required
- Determines total investment needed and break-even period based on operating income (i.e., doesn't consider tax, depreciation, interest and amortization)
- The model assumes all negative cash flows will be covered by equity investment, and projects the maximum equity investment needed

1. Default rate refers to percent of payment not received from APSs

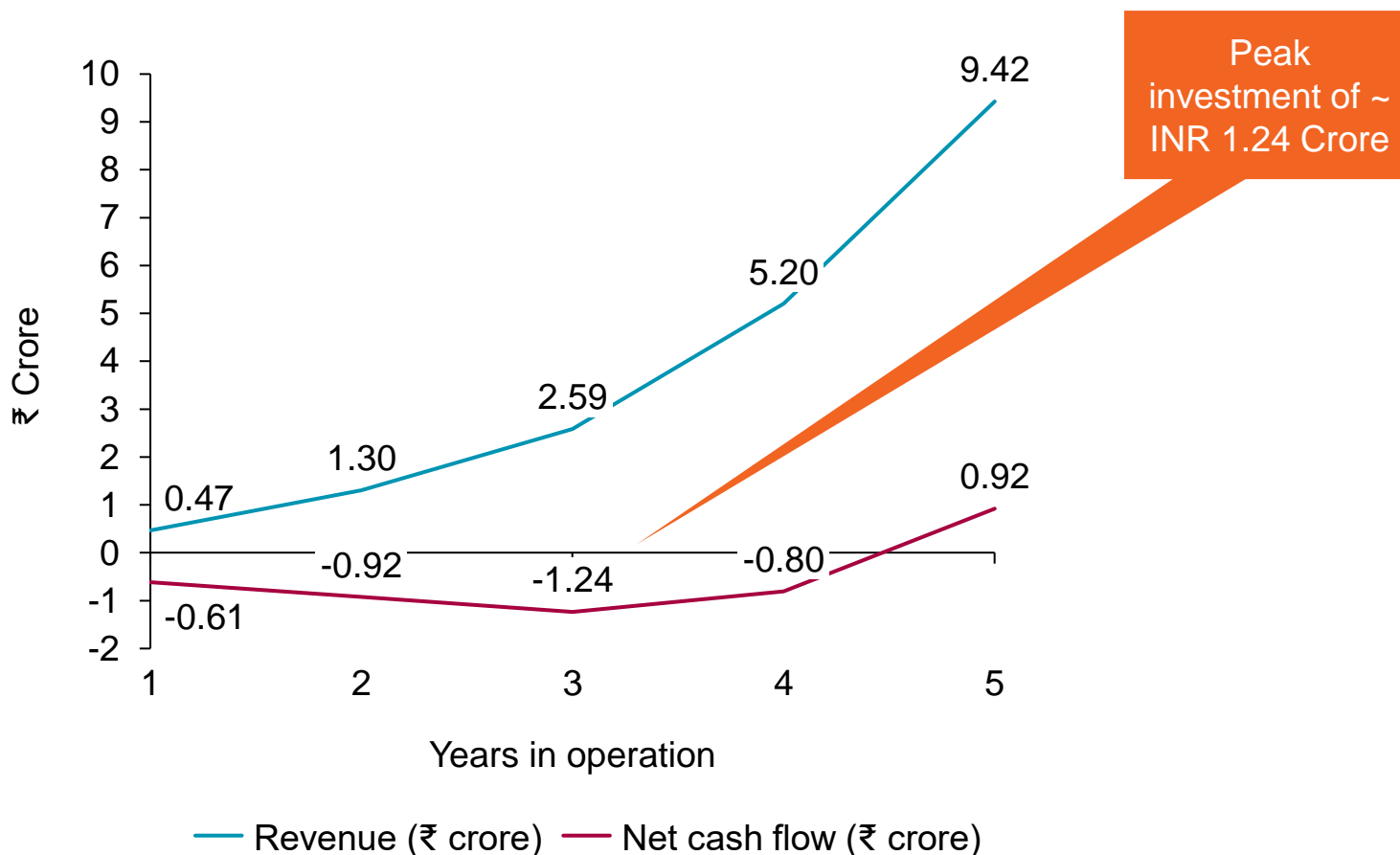
# Key takeaways from the hypothetical business plan

- 1 INR 1.24 Crore<sup>1</sup> (~USD 155,000<sup>2</sup>) of total investment results in **profit of INR 1.73 Crore** (~USD 216,250<sup>2</sup>) in year 5 of operations. Breakeven period (years until positive operating income) is **4 years**
  - In year 5, a solution provider can serve **270 schools** with revenue of ~INR 9.42 Crore, gross income of ~ ₹3.14 Crore (33%<sup>3</sup>) and operating income or EBITDA of ~INR 1.73 Crore (~18%<sup>3</sup>)
  - As scale benefits are achieved and sales and implementation costs stabilize, the provider can expect a **gross margin of 33%** in year 5
- 2 Revenue per school increases from INR 145,884 in year 1 to **INR 349,041** in year 5 as the average number of classrooms served per school increases each year
- 3 Direct costs<sup>4</sup> per school increases only by 1% from ~INR 231,339 in year 1 to ~INR 232,675 in year 5
  - Acquisition (sales) costs drop from 68% (year 1) to 11% (year 5) of revenue
  - Implementation costs drop from 48% (year 1) to 18% (year 5) of revenue
- 4 Returns from the business are most sensitive to (1) price charged (2) number of sales closed per sales person (3) number of schools each trainer can serve

*Click here to access the business model ->* 

# 1 INR1.24 Crore of total investment results in profit of INR 1.73 Crore in year 5; breakeven period is 4 years<sup>1</sup>

**Fig. 1 Solution provider cash flow and total revenues**  
Revenues and net cash flow (₹ crore) vs. Years in operation

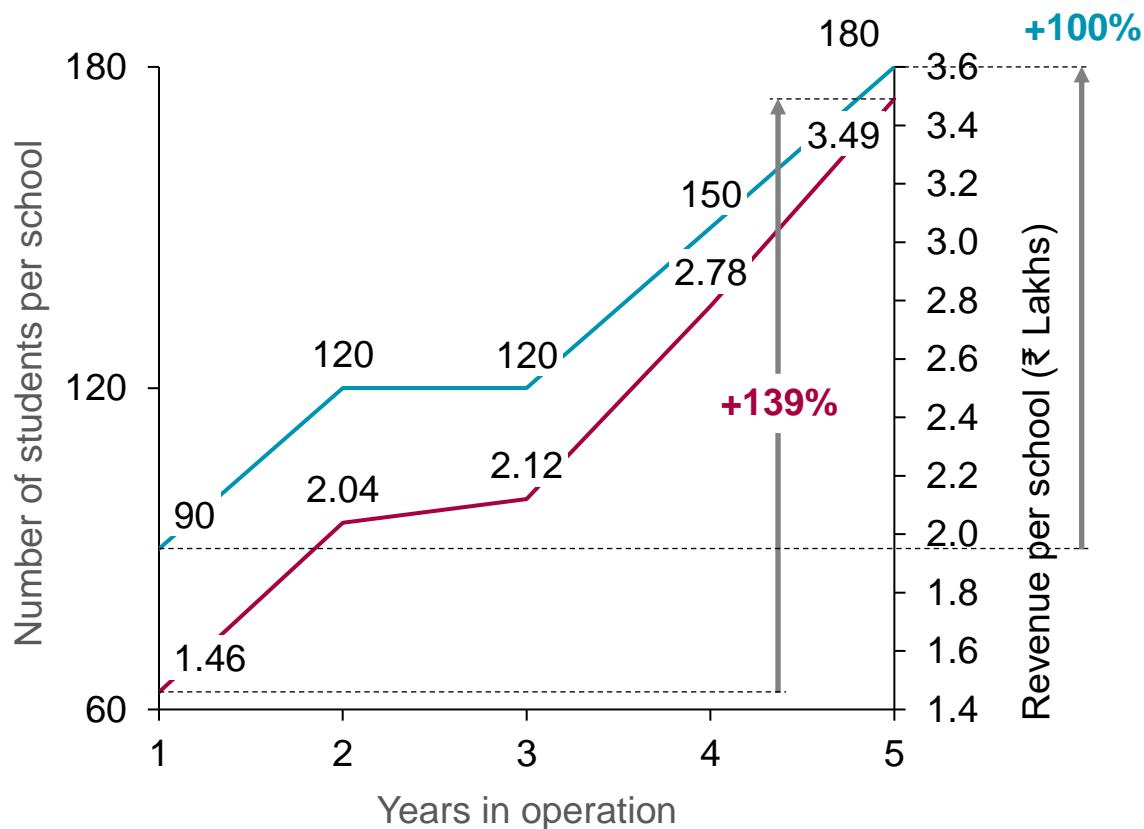


2

## Revenue per school increases from INR 145,884 to INR 349,041 as provider adds one more grade each year

**Fig. 2 Number of students and revenue per school**

Number of students per school and revenue per school (₹ lakh) vs. Years in operation



- Number of students served in each school increases from **90 students to 180 students** as the provider sells to additional grades (and hence, additional classrooms) each year
  - Each classroom is assumed to have 30 students
- Revenue earned per school increases due to upsell to higher grades

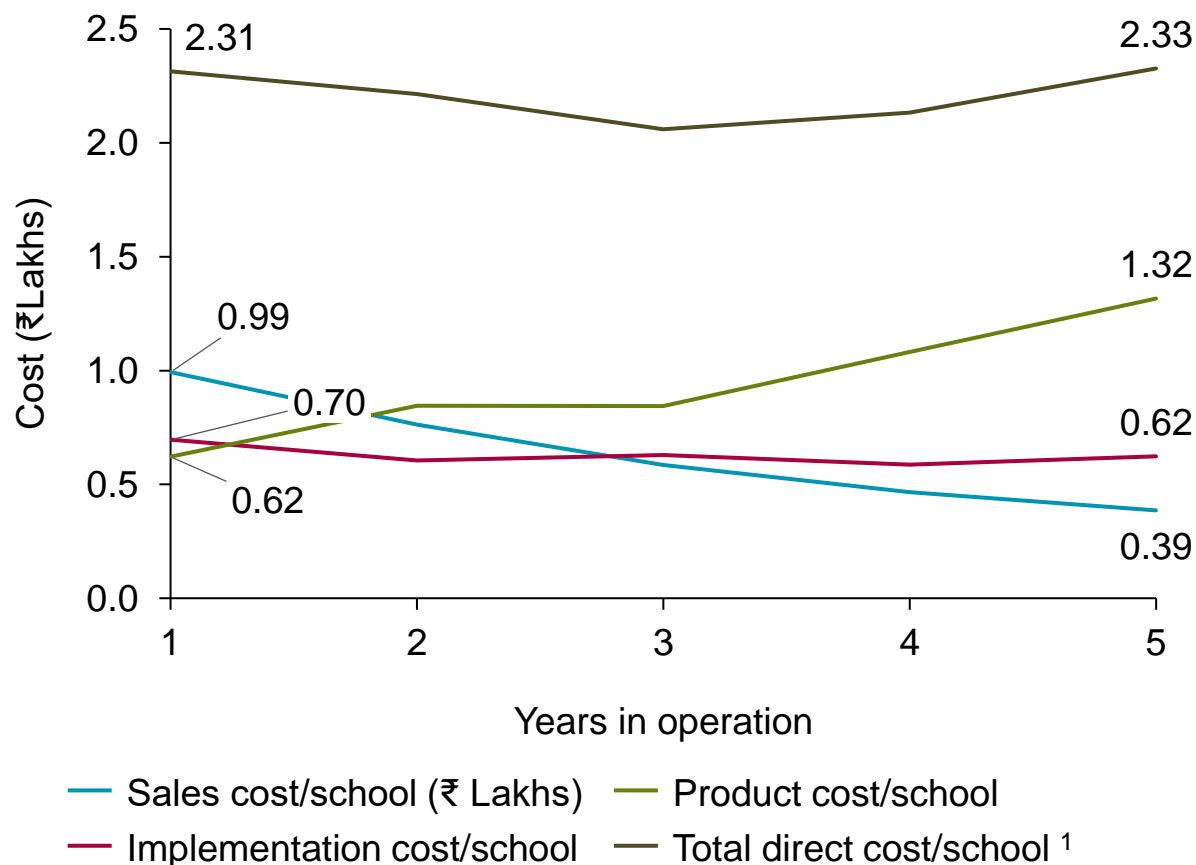
— Number of students per school — Revenue per school (₹ Lakhs)

3

## Direct costs per school increases only by 1% from INR 231,339 in year 1 to INR 232,675 in year 5

**Fig. 3 Direct costs over time**

Acquisition (sales) cost per school (₹ lakh), Implementation cost per school (₹ lakh), total direct cost per school<sup>1</sup> (₹ lakh) vs. Years in operation



- Sales cost per school drops from **INR 0.99 lakhs to INR 0.39 lakhs**
- Implementation cost per school drops from **INR 0.70 lakhs to INR 0.62 lakhs**
- As a result, total direct cost per school increases by only 1% from **INR 2.31 lakhs to INR 2.32 lakhs**, even though product costs per school increase from **INR 0.62 lakhs to INR 1.32 lakhs<sup>2</sup>**

1. Total direct cost = Sales cost + implementation cost + product cost; 2. Product costs increase because average number of classrooms per school, and thus average number of child kits and classroom kits sold per school, increases every year

4

Returns from the business are sensitive to price, number of sales per person, and number of schools served per trainer

Price per student (current year)	₹	Break even <sup>1</sup>	Maximum investment required (₹ Crore)
	1,525	4	1.24
	1,625	4	1.00
	1,725	4	0.76

Net investment reduces by ~ ₹24 lakhs when price increases ₹100 per child

Number of new APSs that a salesperson can sign up in a year (current year)	Nos.	Break even <sup>1</sup>	Maximum investment required (₹ Crore)
	8	4	1.24
	10	4	1.01
	12	4	0.75
	14	3	0.67

Net investment reduces by ~ ₹ 23 lakhs when sales productivity increases by 2 APSs per sales person

Number of schools each trainer can serve	Nos.	Break even <sup>1</sup>	Maximum investment required (₹ Crore)
	8	5	1.81
	10	4	1.44
	12	4	1.24
	14	4	0.99

Net investment reduces by 25 lakhs when number of schools each trainer serves increases from 12 to 14

Base case



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# Overview of FSG Inclusive Markets (IM)

Mission	<b>To improve opportunities, agency, and choice for families with low-income</b> by working with companies to serve families as customers (and not with non-profits to serve them as beneficiaries)
Vision	<b>To demonstrate profitability of offering inclusive products, services, or practices</b> (e.g., housing, education, employment) that benefit families with low-income
Approach	<ul style="list-style-type: none"><li>• <b>Run multiyear programs to address barriers</b> that prevent companies from offering inclusive products, services or practices</li><li>• <b>Talk to thousands of families to understand their needs</b>, aspirations, and challenges</li><li>• <b>Talk to hundreds of CXOs and managers to understand their business</b>, ecosystem, regulatory and operational challenges</li><li>• <b>Co-create, pilot and rollout solutions with companies</b> to address barriers and profitably scale inclusive products, services, or practices</li><li>• <b>Publish and disseminate public goods</b> (e.g., primary research, best practices, business model) to get more companies to offer the product, service or practice</li><li>• <b>Address ecosystem barriers</b> (e.g., policy suggestions) to make the market more conducive</li></ul>

# Overview of PIPE

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# Replacing rote<sup>1</sup> with activity based learning<sup>2</sup> in affordable private schools<sup>3</sup> could improve learning outcomes for ~50% of children

## ~50% of children in India are enrolled in affordable private schools

- 40% of children in rural India are in private schools<sup>4</sup>
- 86% of families with low-incomes in urban India send their children to affordable private schools (APSSs)<sup>5</sup>
- 54% of children in South Asia are enrolled in private schools for pre-primary education<sup>6</sup>

## Current learning outcomes are poor due to rote teaching

- 35% of Grade 10 students can read at Grade 4 level<sup>7</sup>
- 84% of Grade 1 students can't read at grade level<sup>8</sup>
- Most private preschools follow mainly rote teaching with no age appropriate activities<sup>9</sup>

## Adopting activity based learning in early years can provide the right educational foundation

- Poor learning outcomes in the early years leads to poor learning and life outcomes later<sup>10</sup>
- Children learn best using activity based learning (ABL) in the early years (ages 3-8)<sup>11</sup>
- Intervening in the early years gives the highest return on investments<sup>12</sup>

1. See example of rote teaching [here](#)

2. Learning through structured play-based activities, games, and experiences

3. Schools that typically charge fees under INR 1,500 (USD 23) per month, and offer classes from nursery to grade 10 or 12

4. ASER 'Early Years' Report (2019)

5. PIPE research based on 4400 interviews with families with low-incomes (2015)

6. UNICEF 'A world ready to learn' (2019)

7. Education Initiatives research based on an assessment of 50,000 students in Gujarat, Maharashtra and Rajasthan (2013-14)

8. ASER 'Early Years' Report (2019)

9. CECED, ASER, and UNICEF 'The India Early Childhood Education Impact Study (2017)'; PIPE research

10. S Lockhart, Play: An Important Tool for Cognitive Development (2010)

11. M. Hohmann, D.P. Weikart, 'Educating Young Children: Active Learning Practices for Preschool and Child Care Programs' (1999)

12. J Heckman and D. Masterov, The Productivity Argument for Investing in Young Children (2004)

# Barriers to adoption of ABL are lack of demand and low willingness to serve APS market

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## **APS administrators, teachers and parents** are not demanding ABL

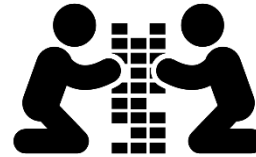
- Limited awareness of poor learning outcomes in children
- Limited awareness on the benefits of ABL
- Current rote memorization technique meets parents' demands

## **Solution providers<sup>1</sup>** don't see a business opportunity to sell in the APS market

- Unclear business model to acquire and sell to APSs
- Fragmented market
- Unclear proposition for APS customers
- Lack of quality standards/robust tools to assess quality

1. Solution providers are existing private companies currently providing ABL solutions including curriculum materials, teacher training and ongoing support to schools serving students from families with mid or high incomes

# PIPE's vision is to replace rote with ABL in all 300,000 APSs in India



## Mission

ABL solution providers **sell profitably and at scale** to APSs in India

ABL solution providers **make learning effective and enjoyable** for children

ABL solution providers **communicate the benefits of ABL** to stakeholders<sup>1</sup>

## Goal by 2025

**A Scale supply:** 3 ABL solution providers serving >500 APSs each

**B Improve quality:** 50% better learning outcomes across all skills<sup>2</sup>

**C Shape demand:** Pervasive demand leads to 15% of APSs adopting ABL in one tier-1 city

**D Raise awareness:** Share approach, best practices, tools, and aspirations of families with 100 organizations annually

1. Stakeholders are APS administrators, teachers and parents
2. Skills include numeracy, early language skills, executive function, motor skills and socio-emotional skills

 Detailed next

# Scale supply: PIPE partners are providing ABL to >150,000 children across 750+ APSs

Scale supply: 1,100+ partner providers serving 100+ APSs each  
 Improve quality: 50% better learning outcomes across all APSs  
 Shape demand: Personalized paths to 100% of APSs adopting ABL, in one day  
 Raise awareness: Share approach, best practices, tools, and experiences of families with 100 organizations annually

## Goal

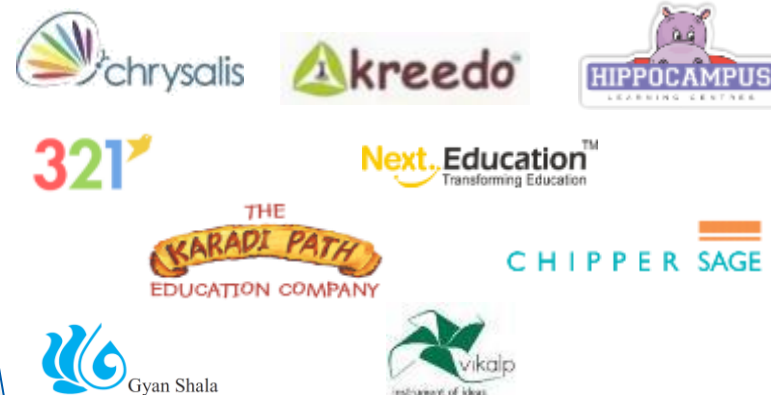
3 ABL solution providers  
 >500 APSs each

## Activities

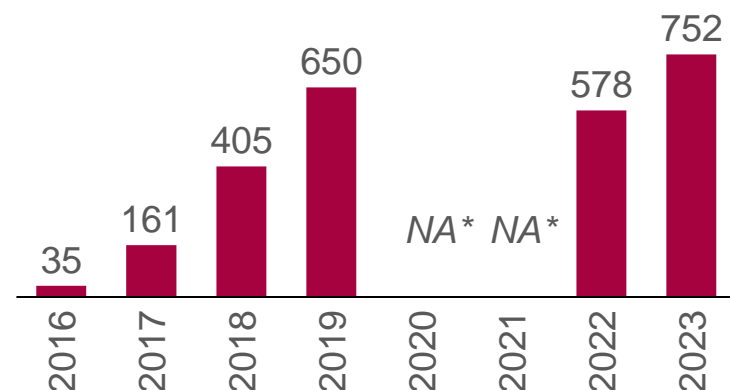
- Identified, convinced and **signed-up 8 partners** to the serve the APS market
- Developed a **profitable business model** for the APS market
- Identified barriers and developed 23 best practices across 4 business functions** (i.e. product, sales, implementation and management) to support partners to profitably scale in the APS market
- Supported PIPE **partners to co-develop an effective organization structure and team to scale** (e.g., building a strong 2<sup>nd</sup> line of management)
- Supported PIPE partners to **embed managing by objectives** through a set of annual and monthly dashboards and metrics which determine business health

## Impact to date

### 9 partners signed up



### # of APSs using PIPE partner solutions<sup>1</sup>



\*as schools were closed due to COVID-19<sup>2</sup>

1 –Based on data collected from partners | 2-Schools were physically shut due to COVID-19, and only remote learning products were offered by the partners to APSs during academic years 2020-21 and 2021-22 The PIPE team has been unable to verify children's extent of engagement with these remote learning products due to school closures and COVID travel restrictions

# B Improve quality: Children in PIPE APSs responding correctly to numeracy and literacy questions increased by 33%

Scale supply: 1 ABL, 100 APSs each  
 Improve quality: 10% better learning outcomes across all APSs  
 Shape demand: Increase demand for APSs by 10% in 2021-22  
 Assess outcomes: Assess outcomes, learn practices, tools, and aspirations of families with 100 operations annually

## Goal

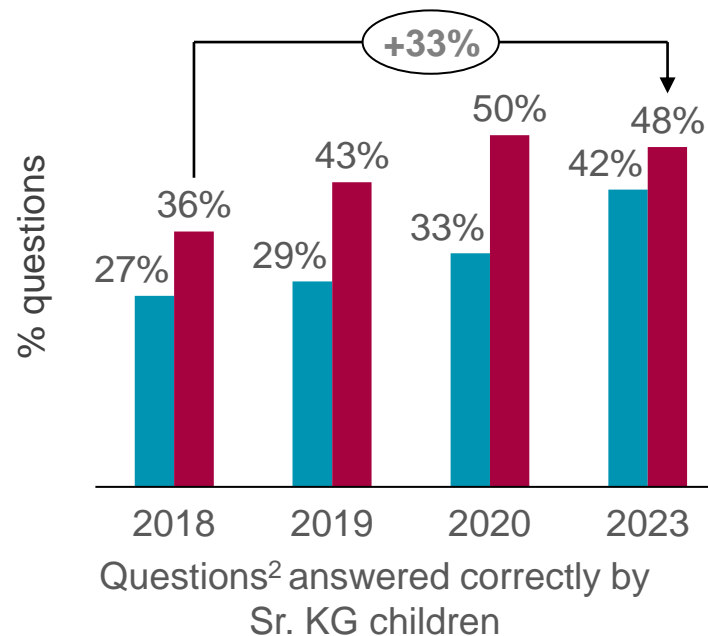
50% better learning outcomes across each skill

## Activities

- **Developed public goods** based on research with 4400 parents, 28 APS administrators, 40 teachers, 167 ABL solution providers to:
  - Understand the **reasons for poor learning outcomes**
  - Leverage motivations of stakeholders to improve quality
- **Supported partners in adapting their product** for the APSs market and in improving teacher training
- Developed '**STARS**', a **tool to assess education quality** (including learning outcomes) in APS
- **Annually assessed and published learning outcomes** in PIPE APSs
- Supporting partners to **develop remote learning strategies to ensure learning continues** during the pandemic

## Impact to date<sup>1</sup>

**33% improvement Since 2018**



Control APSs PIPE APSs

*PIPE could not conduct assessments in AY 2020-21 and AY 2021-22 as schools were shut due to COVID-19*

<sup>1</sup>-Using the STARS tool. Sample sizes: 2018 (190 children in 38 PIPE APSs and 100 children in 20 control APSs), 2019 (636 children in 106 PIPE APSs and 168 children in 28 control APSs), 2020 (492 children in 116 PIPE APSs and 210 children in 35 control APSs), 2023 (378 children in 63 PIPE APSs and 204 children in 34 control APSs) | <sup>2</sup>- Represent 4 questions that were assessed from 2018-2023 – a. Can you read the word 'PIN'? b. Can you identify the largest number from a group of numbers? c. Can you count and give 12 sticks out of 20? d. Can you name any 6 animals? © FSG | 272



# C Shape demand: Created and disseminated collateral to educate parents on the benefits of ABL

1 Scale supply: 1 ABL module provides learning 1000 APSS each  
 2 Improve quality: 10% better learning outcomes across all APSS  
 3 Shape demand: Promote demand supply to 10% of APSS adopting ABL in one tier-1 city

## Goal

Pervasive demand leads to 15% of APSs adopting ABL in one tier-1 city

## Activities

- Developed '**markers to test concepts**' to shape parental demand
- Developed **video and print collaterals** to educate stakeholders on key skills that children should be learning by age
- **Developed 8 videos to educate parents** about their child's current poor learning outcomes, and help them engage in simple activities with their children at home
- Supported partners in organizing '**learning exhibitions**' for parents, to showcase child learning outcomes due to ABL
- Developed '**Toys in a box**', an engaging set of 6-8 developmentally appropriate affordable toys that engage children on key developmental outcomes

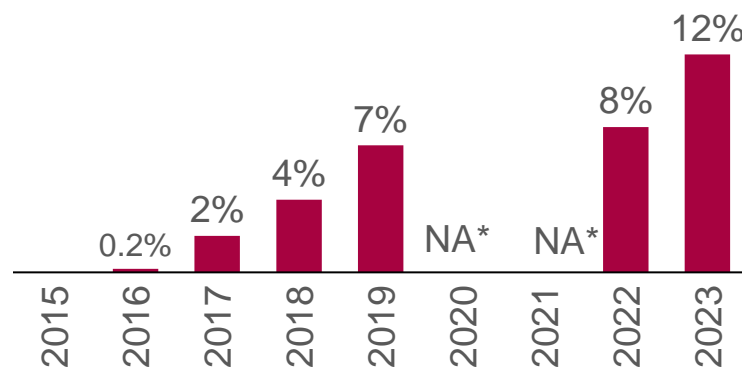
## Impact to date

**Disseminated parent engagement videos to 100K+ parents**



[www.ratta-ya-samajh.com](http://www.ratta-ya-samajh.com)

**% of APSs in Bangalore adopting ABL<sup>1</sup>**



<sup>\*</sup>as schools were closed due to COVID-19<sup>2</sup>

1 – Per PIPE's estimates, Bangalore has ~3,000 APSs Calculated based on the data reported by partners in July every year | 2 – Schools were physically shut due to COVID-19, and only remote learning products were offered by the partners to APSs during academic years 2020-21 and 2021-22

# Raise awareness: Shared the importance of early education and the APS market with ~180 organizations

0. Scale supply: 1 ABL solution providers serving ~100 APSs each  
1. Improve quality: 10% better learning outcomes across all ABLs  
2. Change demand: Persuade demand leads to 15% of APSs adopting ABL, in one day 1 city

Phase outcomes: Share approach, best practices, tools and aspirations of families with 100 organizations annually

## Goal

Share approach, best practices, tools, and aspirations of families with 100 organizations annually

## Activities

- **21 publications** including ANYAS, IDELA Equity
- **~50 presentations** at national and global conferences (e.g., Global Philanthropy Forum)
- **Whitepapers** highlighting program research (e.g. the PreschoolPromise)
- **9 best practices sharing sessions attended by ~20 organizations** (e.g. MSDF investee's)
- **10+ Videos** highlighting sales process, parent engagement etc.
- **~180 annual 1-1 update calls with people** from foundations, NGOs and other organizations working in the education space to share PIPE's approach

## Impact to date



- **Companies have used PIPEs best practices and business model** to better target the APS market



- **Godrej** developed a program to support ABL solution providers by providing grants to APSs to “trial” the solution



- **AVPN** set up ‘Early Learning Collective’ as they realized that ECE can have high impact



- **Central Square Foundation** added a vertical that focuses on ECE based on PIPE research



- **Aga Khan Education Service, India** using videos developed by PIPE to communicate benefits of ABL to teachers and parents



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