



REIMAGINING SOCIAL CHANGE



www.fsg.org/pipe



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Customer Research—Findings and Analysis (September 2015)

PROGRAM TO IMPROVE PRIVATE EARLY EDUCATION (PIPE)



Glossary of terms (1/2)

- **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)

- **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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Objectives of customer research

- 1 **Size the market** for affordable ECE in urban India
- 2 Understand **customer behavior and the drivers** of that behavior in the urban affordable ECE market

Audience for customer research

PIPE Team

- Funders, advisors and the FSG program team
- The research will create a strong platform for the team to engage with government and other stakeholders, by increasing our knowledge and credibility in the space
- The findings will be an important resource as we continue on our learning journey and will inform our decisions in the space

New and Existing Providers of Affordable ECE

- New providers looking to enter the space, as well as existing providers
- The findings can help illustrate the size of the opportunity and also help operators strengthen their work

Broader ECE Field

- Actors such as investors, government and advocacy organizations
- The findings will address the lack of rigorous research into the affordable ECE market

Design of customer research

Qualitative

Quick scan

- **Familiarize team** with operators and customers, using informal visits and unstructured interviews
 - Inform the **design of the qualitative research**
 - Inform hypothesis generation
-

Focus groups and in-depth interviews

- **Generate hypotheses** around key questions relating to customer behavior and drivers
 - Inform the quantitative questionnaire
 - Gain a **deeper understanding of customer behavior** and drivers
-

Quantitative

Listing interviews

- **Size the affordable ECE market** by identifying the proportion of children attending ECE and fees being paid
 - Gather basic demographic data on target households
-

Main interviews

- **Test the hypotheses** generated through the qualitative research

Scope of customer research

Qualitative



- **108 customers**
 - 4 focus groups and 4 in-depth family interviews in each city
- Across **3 cities**

Quantitative



- **4,299** listing interviews and **2,010** structured interviews
- Across **8 cities** (5 cities of over 5 million people and 3 cities with between 1-5 million people)

Sample selection

Qualitative

- Respondents recruited based on following criteria:
 - Household income between INR 10-15k per month or between INR 20-25k per month
 - And has at least one child between the ages of 2-6 who is currently accessing some form of ECE
- Non-random sampling
 - Respondents recruited by a market research agency based on pre-provided criteria
 - Randomness of sample not stipulated as a requirement

Quantitative

- **Listing interviews** conducted with households that
 - Fall **between A3 and D1** as per the New Consumer Classification System (NCCS)^{1,2}
 - And had at least one child between the **ages of 2-6**³
- Households for listing interviews identified through **systematic random sampling** within randomly selected neighborhoods
- **Main interviews** conducted with households from listing interviews who fulfilled the following 3 criteria:
 - Had at least one child between the **ages of 3-6**⁴
 - And that child had accessed ECE for at least 8 months
 - And household was paying fees of between INR 300 and 1,200 per month for that child

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NCCS (New Consumer Classification System)

Definition

- NCCS is used to classify households into socio-economic classes
- The classification is based on two variables:
 - Education level of the chief wage earner
 - Number of consumer goods owned by the household from a predefined list of 11 durables
- There are 12 classes in the NCCS ranging from A1 to E3
 - A1 being the most educated class with the most household goods

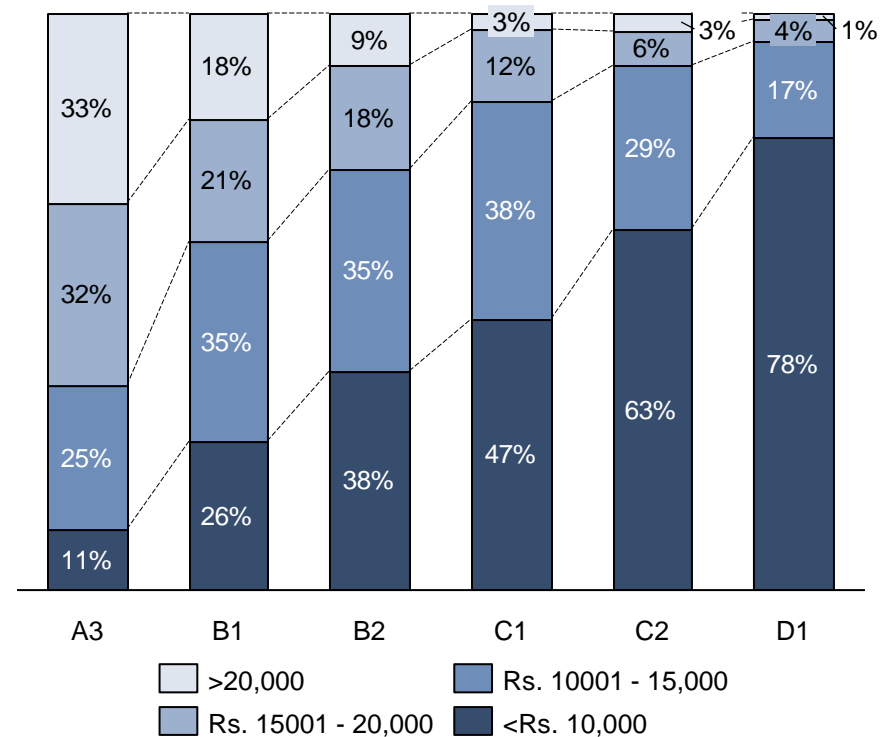
Background

- NCCS was launched in 2009 as an update to the previously used SEC (Socio-Economic Classification) system
- It was developed by Market Research Society of India (MRSI) and Media Research Users Council (MRUC)

Correlation to income*

- NCCS classes are **correlated to self-reported household incomes**

Monthly self-reported household income by NCCS Class

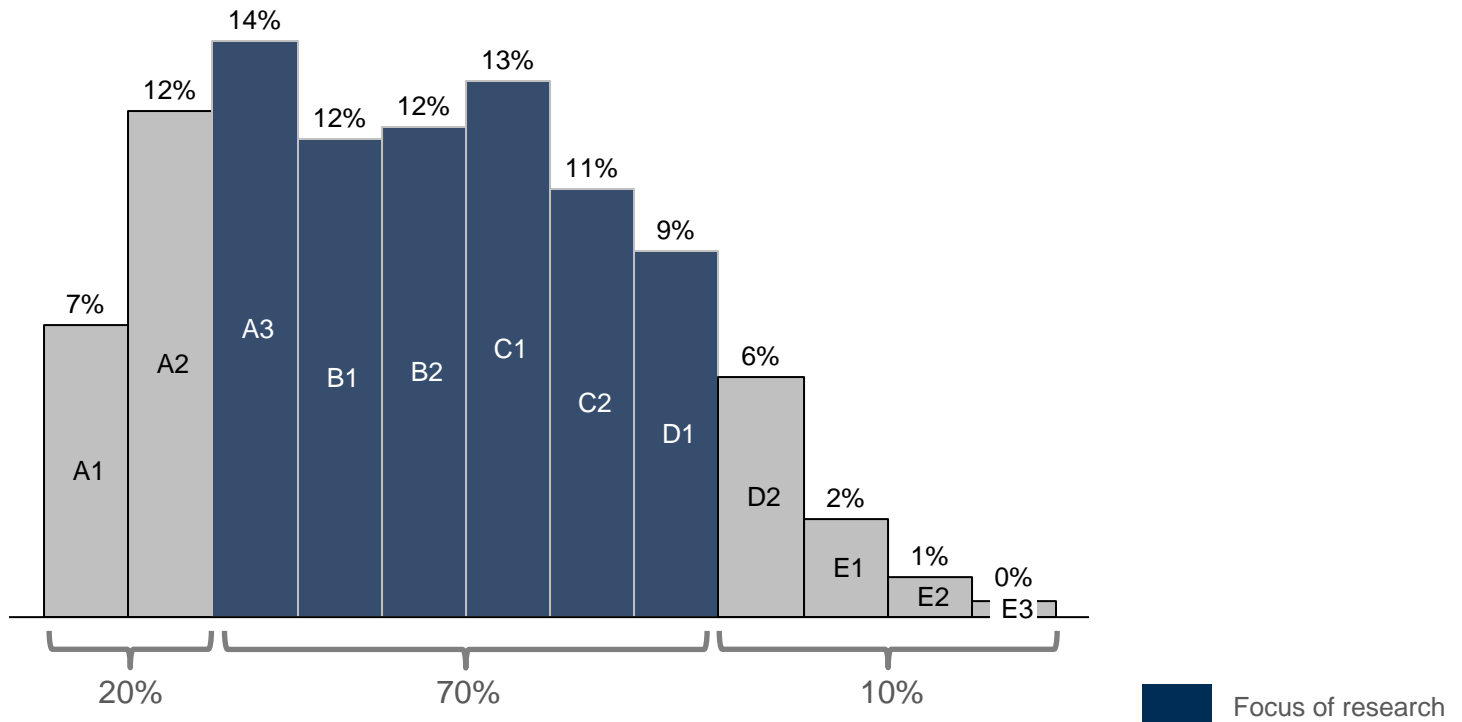


*Based on FSG primary customer research using listing interviews with 4,179 households falling into NCCS classes A3-D1. [See appendix for underlying data](#)

Research focused on mid to low-income customers in urban Indian cities with 1 million+ population (1/3)

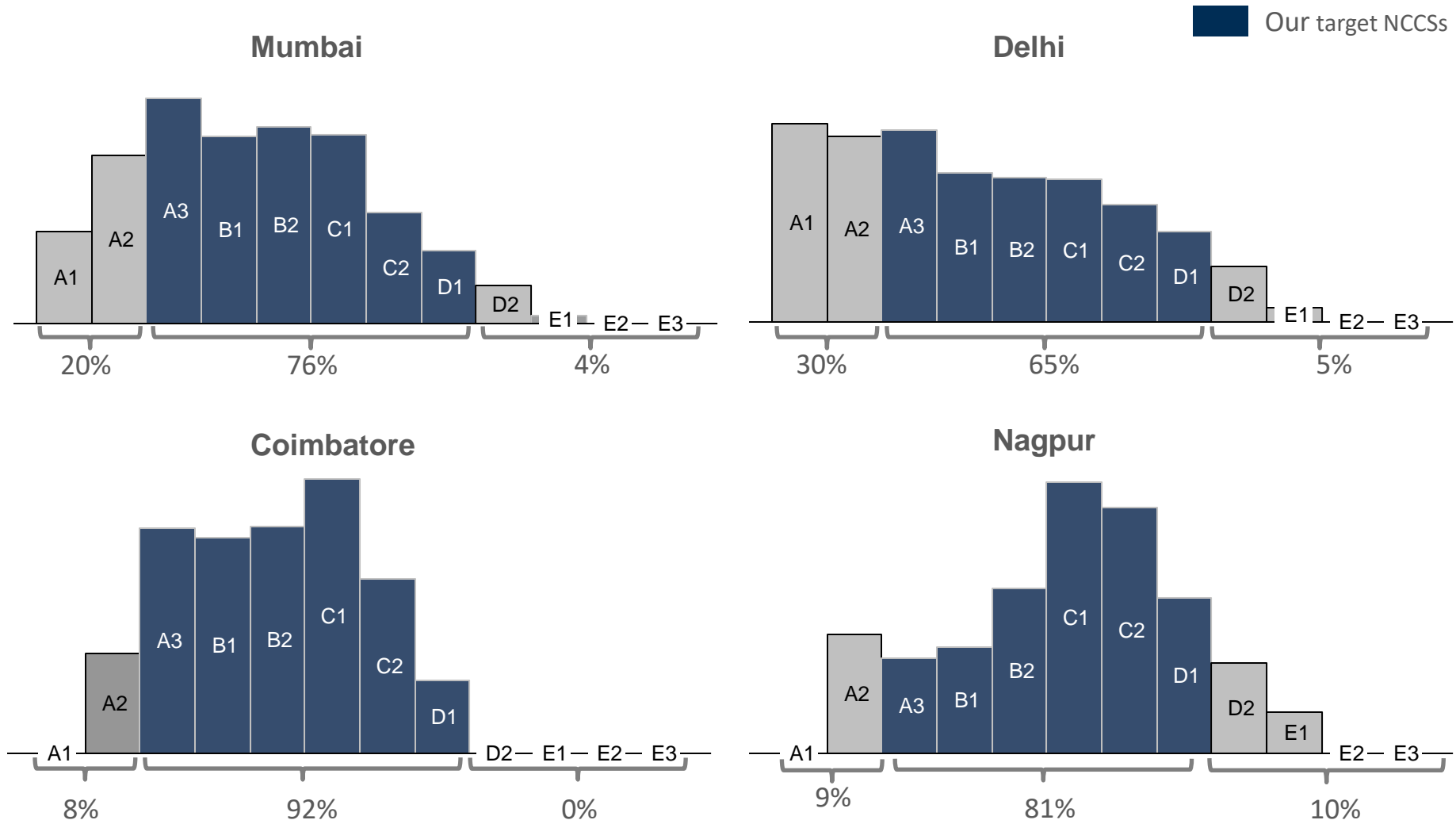
*Our target NCCS classes constitute **the middle 70% of households** in urban Indian cities with 1 million+ population*

Distribution of households by NCCS class, in cities with 1 million+ population



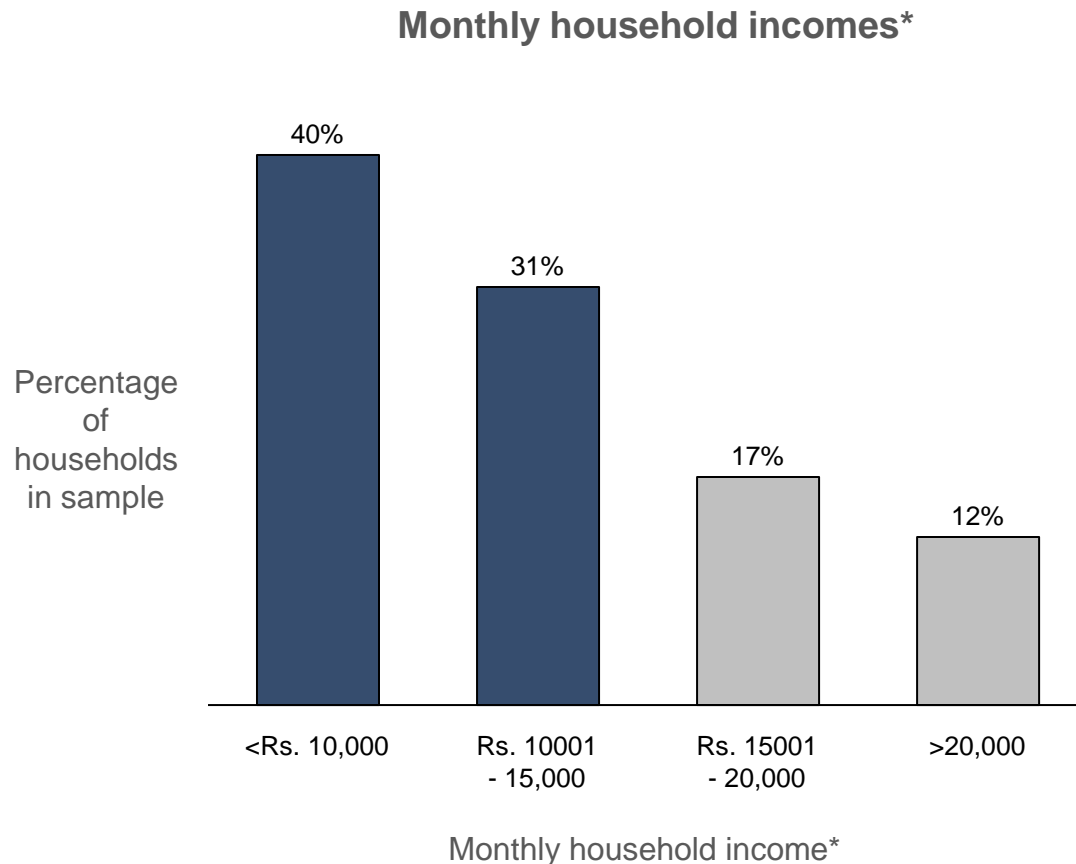
Research focused on mid to low income customers in urban Indian cities with 1 million+ population (2/3)

Only a **small proportion of households lie below D1** in our target cities



Research focused on mid to low income customers in urban Indian cities with 1 million+ population (3/3)

71% of the sample had household incomes below INR 15,000 per month



- Based on our estimates, this sample has a **higher proportion of households earning under INR 10,000* per month than the population**
 - **40% of our respondents** had monthly household income of under INR 10,000*
 - Using macro data, we estimate** that **38% of households** in cities with 1 million+ population earn incomes below INR 10,000* per month

Key demographic attributes of each NCCS class in the sample

	A3	B1	B2	C1	C2	D1
Household income ¹	INR 18,127	INR 14,442	INR 12,448	INR 10,831	INR 9,618	INR 8,352
Typical occupation	Shopkeeper/business owner (29%), and white collar worker (22%)	Shopkeeper/business owner (23%), and white collar worker (15%)	White collar worker (18%), and blue collar worker in factory or office (16%)	Manual labor (18%), and blue collar worker in factory or office (17%)	Manual labor (32%), and work in transport such as taxi driver (17%)	Manual labor (36%), and blue collar worker in factory or office (15%)
Typical education level of CWE	62% attended college ² and 35% completed HSC/SSC	62% completed HSC/SSC and 23% attended college*	57% completed HSC/SSC and 32% attended grade 5-9	48% attended grade 5-9 and 40% completed HSC/SSC	76% attended grade 5-9 and 18% have not attended grade 5	54% attended grade 5-9 and 26% have not attended grade 5
Household size ³	4.9	4.9	4.8	4.9	4.9	4.7
Girl child ratio ⁴	935	833	791	869	866	816

1: Average self-reported monthly income 2: May or may not be graduates 3: Average 4: Per 1,000 boys Source: FSG primary customer research using 4,179 listing interviews. [See appendix for underlying data](#)

Key home environment attributes of each NCCS class in the sample

		A3	B1	B2	C1	C2	D1
Primary caregiver	Mother	96%	96%	97%	95%	98%	97%
Time spent by the primary caregiver with child*	Playing	55 mins	59 mins	52 mins	46 mins	41 mins	37 mins
	Reading	56 mins	55 mins	53 mins	50 mins	47 mins	45 mins
	Talking	69 mins	67 mins	64 mins	71 mins	67 mins	59 mins
Views on play	Outdoor play is definitely beneficial	78%	77%	81%	75%	74%	63%
	Indoor play is definitely beneficial	56%	56%	57%	53%	49%	44%
Time spent by the child on play*	Outdoors	67 mins	65 mins	61 mins	56 mins	48 mins	51 mins
	Indoors	123 mins	119 mins	116 mins	106 mins	98 mins	89 mins
Time spent by the child on screen*	Watching TV	96 mins	95 mins	97 mins	95 mins	92 mins	95 mins
	Playing on tablet, phone etc.	30 mins	28 mins	28 mins	23 mins	17 mins	24 mins

* Average time per day. Source: FSG primary customer research using 2,010 main interviews. [See appendix for underlying data](#)

Illustrative portraits of home learning environment of NCCS A3 and D1



Name: Savita*
NCCS class: A3
Education: Completed college
Income: ~INR 20k p.m.
CWE Occupation: Shop owner
Household size: 4 members

Savita's son Rohan is 4 years old. She is a homemaker and spends most of her time with him. Savita makes it a point to spend at least an hour everyday playing with Rohan.

She thinks play is good for Rohan's physical development and makes sure he gets to play in the street outside their building everyday. She does, however, think he wastes too much time pretend-playing indoors with his toys.

Rohan also spends about an hour and half watching TV everyday. Savita doesn't think this is good for him either, but indulges him anyway.



Name: Priyanka*
NCCS class: D1
Education: Completed grade 3
Income: ~INR 10k p.m.
CWE Occupation: Construction worker
Household size: 4 members

Priyanka also has a 4 year old son, Suraj. She is delighted that Suraj is learning English at school and loves having him recite English poems for her. Since she can't read in English to Suraj, she sends him for tuitions so that he can practice his English.

Priyanka is more skeptical about the benefits of play but knows that Suraj won't do his homework unless he is allowed to play. As a compromise, he gets to play outside for half an hour everyday and gets to go to the park on weekends with his father.

Similar to Savita, Priyanka also wishes Suraj watched less than the hour and half of TV that he watches everyday.

Profile: ECE section of a typical affordable K-12 school providing ECE (1/3)

Teachers

- Teachers have completed **HSC/SSC** and have very **limited training**
 - A few have done formal courses such as Diploma in pre-school education
- School provides **in-house training** for a few days to teachers when they join



Curriculum

- The average duration of ECE sessions is **4.4 hours***
 - There is large variation by city (3 hrs in Mumbai and Kolkata, relative to 6.5 hrs in Hyderabad)
 - Length of sessions also increases with age (3.6 hrs for 2 year olds** and 4.7 hrs for 4 year olds**)
- The curriculum is based on books bought from a publisher
 - The publisher is selected based on brand and cost
- Largely untrained teachers and school administrators develop lesson plans around this curriculum



Profile: ECE section of a typical affordable K-12 school providing ECE (2/3)

Infrastructure

- The school is in a **2-3 storied building**
- There is **no outdoor playground**
 - Ground floor of the building, or a separate room, is used as play area
- Classroom seating changes with age
 - Playschool and nursery have floor seating or movable furniture
 - LKG/ UKG have fixed seats
 - Indicative of a more ‘serious’ learning environment



Educational Material and Teaching Aids

- There are **limited toys and educational material**
 - Brought out only during ‘play sessions’
- **Charts and paintings on the wall** are frequently used as teaching aids
 - Classrooms have posters stating the ‘rules’ students must follow in class



Profile: ECE section of a typical affordable K-12 school providing ECE (3/3)

Marketing Activities

- The school tries to emphasize certain characteristics such as:
 - English-medium
 - Government certified
 - ‘Techno School’
- Undertakes marketing activities which include
 - Advertisements in local newspapers, billboards, local TV channels etc.
 - Displaying results of students in SSC exams
 - Door-to-door marketing



Parent perceptions: 2 stages of ECE in urban India (1/3)

Parents in urban India view ECE as being divided into **two distinct stages**:

1 Pre- Kindergarten

Sub Components

Play school and nursery*

Age When Child Enrolls

Play school typically starts between 1.5 - 2 years of age while nursery typically starts between 2- 3 years of age (See following slides for data)

Duration

Maximum of 2 years, but can be shorter as time of entry into both play school and nursery is flexible

Perception of Purpose

Child first starts learning alphabets, poems, numbers, and begins drawing lines
More focus on play, with the child engaging in **play-based learning**

Perception of Necessity

Attending play school and nursery is **not always considered mandatory**. Only 45% of 2 year olds in our sample were attending ECE

2 Kindergarten

Lower and upper kindergarten (LKG and UKG)*

3-4 years, \pm 6 months (See following slides for data)

Total of 2 years: one year in each lower and upper KG

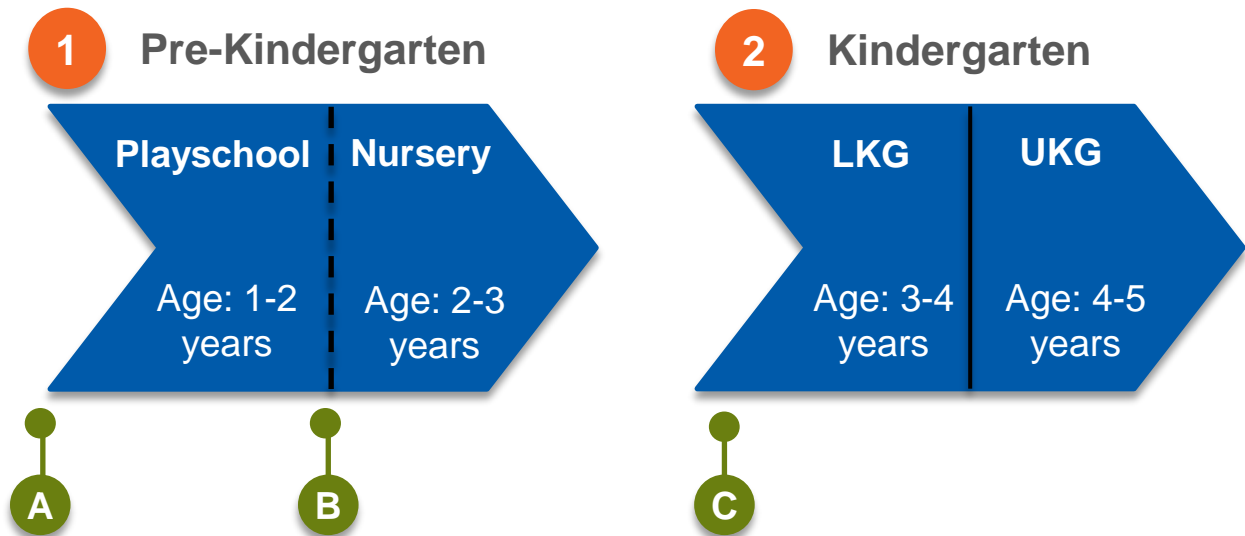
Learning begins in all earnest, including **homework** and **exams**

Attending both lower and upper KG is **considered mandatory** by most parents. 94% of 4 year olds in our sample were attending ECE

* Terminology for these sub-components differ by city. This presentation will consistently use these terms Source: FSG primary customer research using qualitative interviews and 4,179 listing interviews

Parent perceptions: 2 stages of ECE in urban India (2/3)

Some parents **enroll their children into play school and / or nursery for less than a year**, others enroll their children directly into LKG



Parents may enroll their children in play school at age 1-2, and make them attend 4 years of ECE

Parents may enroll their children at some point through the play school year, or directly into nursery. There is generally more flexibility in the pre-KG stage

Parents may enroll their children directly into LKG, and make them attend only 2 years of ECE

Entry point into ECE:

Parent perceptions: 2 stages of ECE in urban India (3/3)

*The primary reason for some parents to skip play school, and sometimes even nursery, is because they **do not see as much academic value** in them, relative to kindergarten*

A

Parents may enroll their children in play school at age 2, and make them attend 4 years of ECE

B

*Parents may enroll their children at some point through the play school year, or **directly into nursery**. There is generally more flexibility in the pre-KG stage*

C

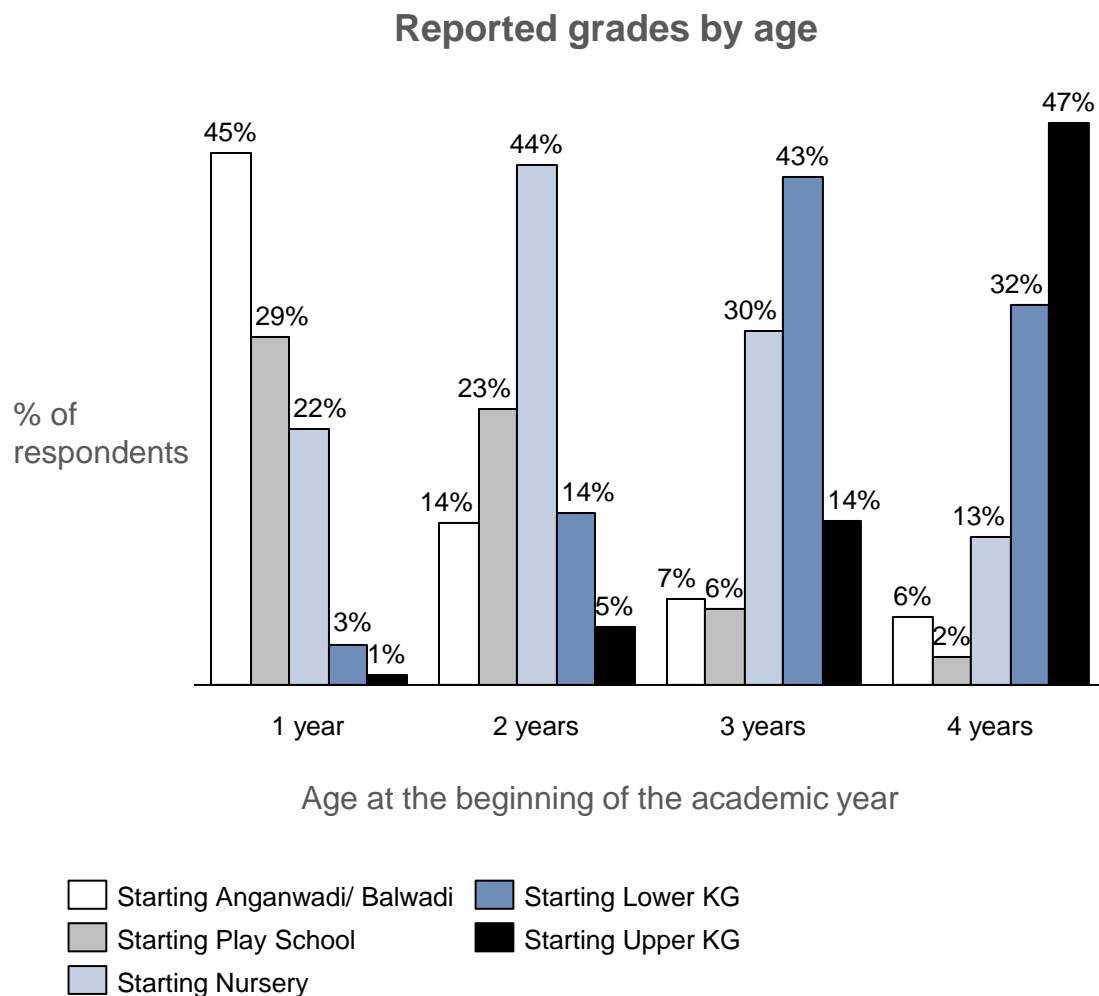
*Parents may **enroll their children directly into LKG**, and make them attend only 2 years of ECE*

Drivers for parents to skip play school and / or nursery

- Parents feel play school and nursery are **primarily meant for children to play** rather than study
 - There is a perception that serious studies only begin at the kindergarten stage
- Attending play school and nursery is not seen as an essential prerequisite for getting admission into a 'good' higher school
 - Some parents in Rajkot feel that play schools are a money-making enterprise and do not see any real value in them

Typical grade that a child starts at a given age

Differences in terminology, and practice, complicate efforts to pinpoint the exact age at which children enter a particular grade



- The overall data from our sample shows the grade that a child would **typically** start if she is a particular age at the start of the academic year, and attends pre-school that year
 - 1-2 years: Either starts anganwadi or play school
 - 2-3 years: Starts nursery
 - 3-4 years: Starts lower KG (LKG)
 - 4-5 years: Starts upper KG (UKG)
- However, differences in practice and terminology drive strong variations in responses recorded across cities
 - In Delhi, children aged 3-4 at the start of the academic year were typically reported to be starting nursery
 - In Kolkata, nursery is the most commonly used term across all ages

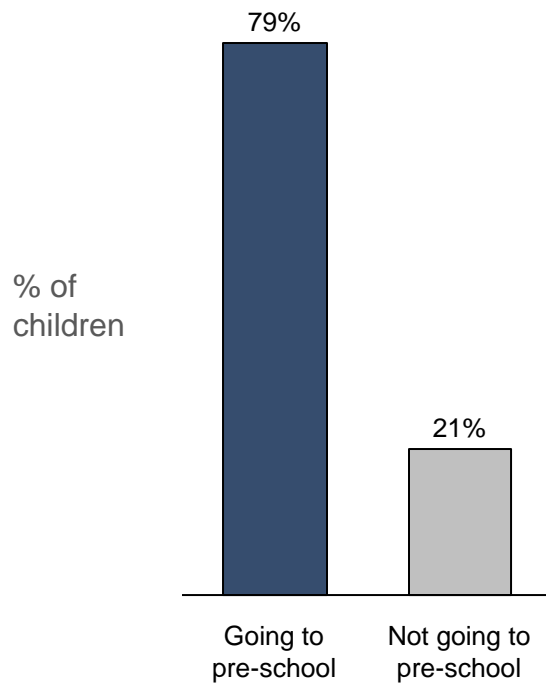
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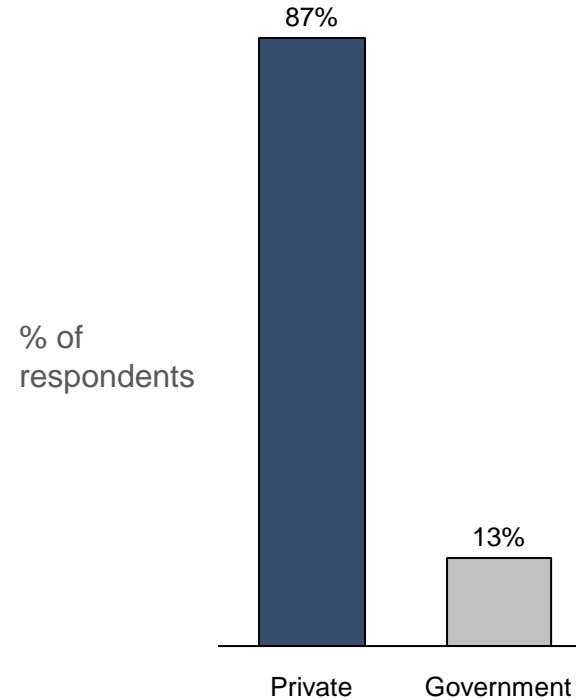
Prevalence of ECE (1/2)

*The **vast majority** of 2-6 year olds in our sample are accessing some form of ECE, predominantly from the **private sector***

Proportion of children going to some form of ECE*



Type of provider being accessed by respondents*

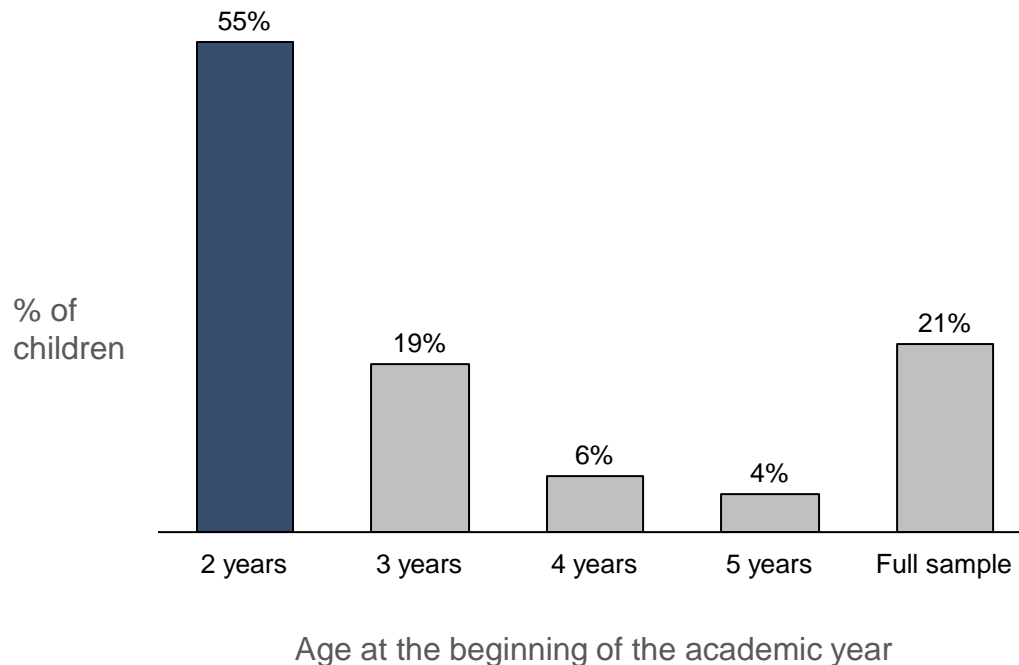


*Data has been weighted by age to account for different number of children from each age group in the sample. Source: FSG primary customer research using 4,179 listing interviews

Prevalence of ECE (2/2)

*Of the 21% children who are **not going** to pre-school, most are **2 year olds***

Proportion of children not attending ECE by age



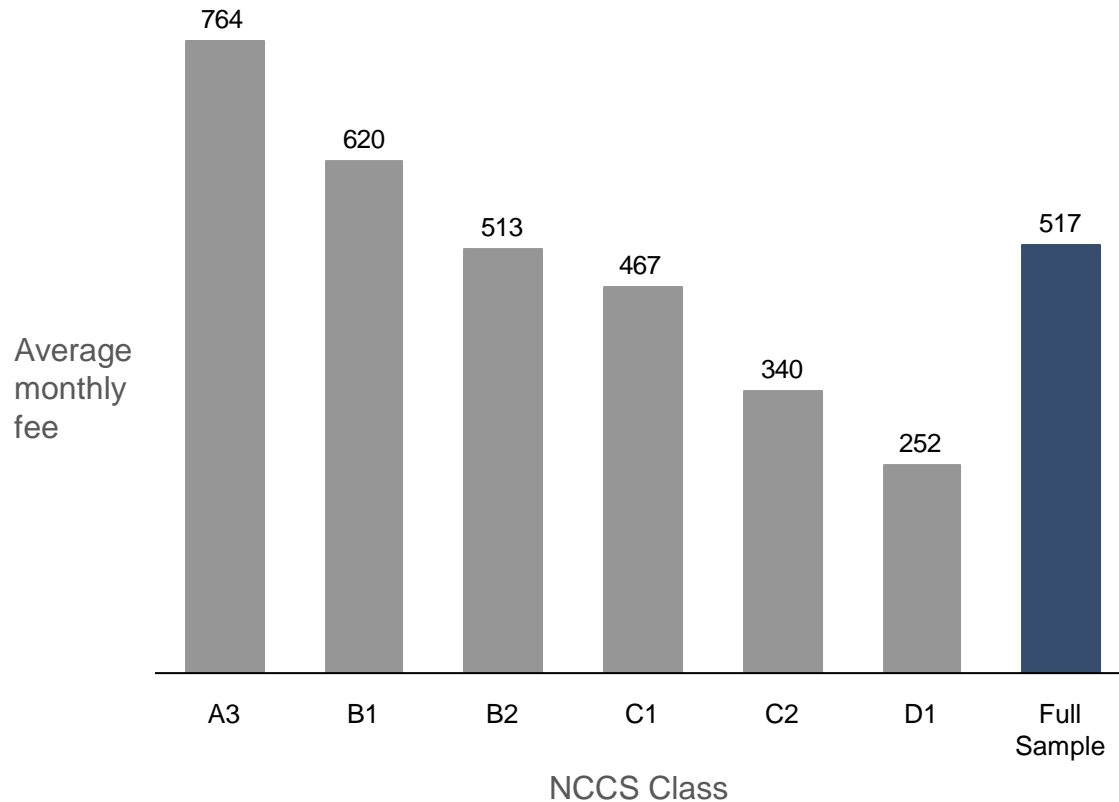
- The prevalence of ECE varies by city
 - Cities with population between 1 to 5 million tend to have a smaller proportion of children not attending ECE (e.g., 5% in Nagpur) relative to the larger cities (e.g., 35% in Mumbai)
- There is also a trend of decreasing prevalence among the lower NCCS classes / income brackets.
 - 25% of children in D1 households are not attending ECE versus, only 17% in A3 households
- Boys in our sample were slightly more likely to not be attending ECE relative to girls (22% versus 20%)

*Among 3 to 6 year olds in our target segment, **90.3%** are accessing some form of ECE and **90.2%** of them are using private providers*

Fees for ECE (1/2)

Households from **higher NCCS classes** / income brackets **spend more on ECE fees**

Average monthly fees paid by NCCS Class



- Average monthly fees paid for ECE also varies by:
 - City, but with no clear trend by city size
 - Age, with fee increasing with age
- However, average monthly fee does not vary significantly by gender of the child

Fees for ECE (2/2)

Schools often have a **complex fee structure**, which necessitates **the use of a multiplier** to arrive at an accurate estimation of total payments to the school

Complex Fee Structure

- Parents are often **not immediately aware of the total amount** that they are paying in fees to the ECE provider
- ECE providers often charge multiple fees** in addition to a monthly fee, including annual fees, term fees, exam fees and charges for functions such as 'cultural day'
 - 48% of parents reported paying more than one type of fee to the school



Need for multiplier

- From a methodological perspective, this necessitates the application of a **multiplier to the initial fee amount** quoted by parents when asked for the fee, in order to arrive at a correct estimation of total payments to the school
- This multiplier has been arrived at using detailed questions regarding fees during main interviews
 - The **value of the multiplier is 28%** for the sample, with large variation across cities

Mahatma Phule Education Trust's
CHHATRAPATI SHIVAJI VIDYALAYA
Dharavi, Mumbai - 400 017.

Fee Card

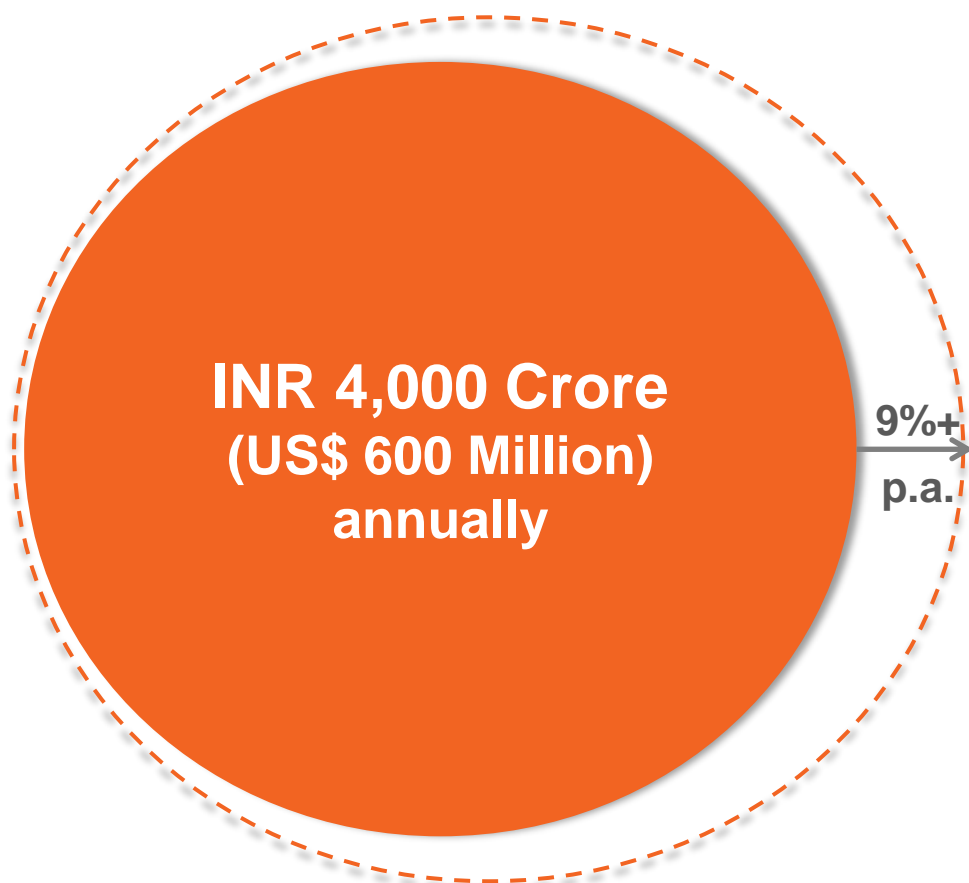
Name of the Student Anas Ansoxi
Standard VIth Division A
Medium English

Month	Fees	Receipt No.	Date	Signature
June	350	1023	16/11/14	AN
July	350			
August	350	1108	14/12/14	AN
September	350			
October	350	1155	16/10/14	AN
I Term Fee	350			
November	350	1155	16/10/14	AN
December	350	1176	9/12/14	AN
January	350	610	16/11/15	AN
February	350	430	18/12/15	AN
March	350	261	18/13/15	AN
April	350			
May	350			
II Term Fee	350	461	18/12/15	AN
Others	300	1155	16/10/14	AN
Computer	400	2605	18/13/15	AN

Note :- Fees Should be paid by 15th of every month.

Affordable ECE market in million+ cities

*The affordable ECE market in million+ cities is worth **INR 4,000 Crore** annually (as of 2015), and is expected to grow at **over 9% p.a.****



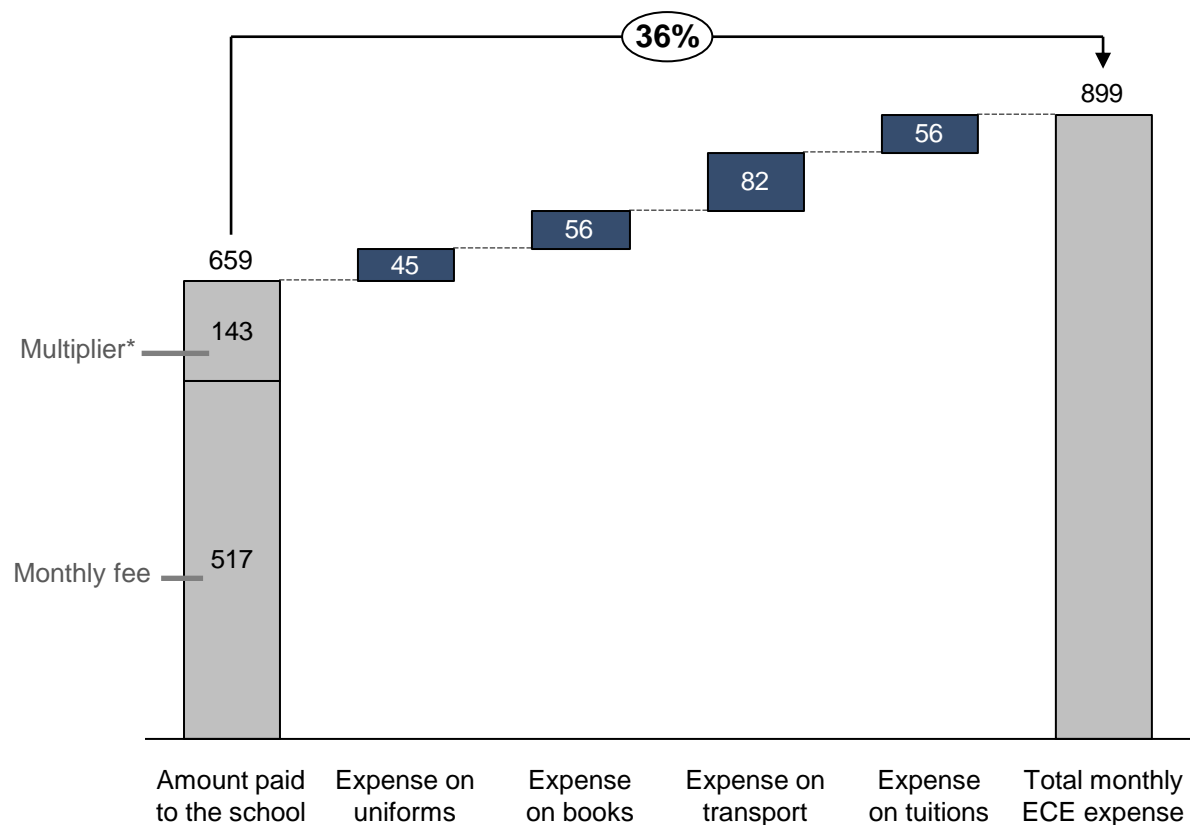
- **Cities with population over 5 million contribute a larger share** of this market
 - The 8 cities with 5 million+ population contribute 57%, while the 45 cities with 1 to 5 million population contribute 43%
- There are **~6.2 million children** aged between 2-6 in our target segment

*Refer to backup slides for methodology and definitions used to compute these figures Source: FSG estimate, based on primary customer research using 4,299 listing and 2,010 main interviews, and macroeconomic data from the Indian Readership Survey 2014, Ministry of Statistics and Programme Implementation's July 2015 Press Release, Census of India 2011, and United Nations World Urbanization Prospects data. [See appendix for underlying data](#)

Total monthly household expenditure on ECE

*Total monthly household expenditure on ECE is on average **36% greater** than the amount paid to the provider*

Total monthly household expenditure on ECE by category



Categories of expenses on ECE

- Total household expenses constitute items in addition to payments to the provider including:
 - Uniforms
 - Books
 - Transport
 - Extra tuition classes
- In many cases, these payments might also be made directly to the provider
 - The provider may procure in bulk and sell on directly to the parent

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Key questions answered in our findings

- 1 What do parents **believe** about early childhood development?
- 2 What **motivates** parents to send children for ECE?
- 3 What do parents **consider** to be 'good' ECE?
- 4 What do parents **look for** when selecting an ECE provider?
- 5 How do parents **gather information** when selecting an ECE provider?
- 6 What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission?
- 7 How are parents and providers **engaging** with each other?
- 8 Could better educated mothers be **early adopters** of 'good' ECE practices?

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What do parents **believe** about early childhood development? (1/2)

Parents **do not have a strong understanding of their role** in promoting early childhood development across the different domains of development, particularly non-physical

1 Physical development

2 Mental development

3 Socio-emotional development

Markers of development cited by parents

- Most parents feel that development has **only physical dimensions**, e.g., gain in height and weight
 - A marker for this development is the need to buy bigger sized clothing

- Parents have a **base-level understanding** of the markers of mental development e.g., Growth in child's curiosity; Developing a broader vocabulary; Understanding the conversations of adults

- On being prompted about socio-emotional development, parents mentioned seeing it as
 - Good manners
 - Ability to make friends
 - Ability to express preferences or desires more clearly

Role of parents in promoting development

- Most parents feel that their role in promoting development is primarily about providing the child with **nutritious food**

- Parents feel ensuring mental development is the **provider's responsibility**
 - They feel their role is limited to overseeing homework, sending the child to tuitions

- Parents do not feel they have a role to play in the child's socio-emotional development
 - The **child will develop naturally** as she grows by imitating elders

Note: Respondents were only asked about physical, mental and socio-emotional development, rather than all the domains of development.

Source: FSG primary customer research using qualitative interviews

What do parents **believe** about early childhood development? (2/2)

*While parents are **somewhat aware of the development benefits of play**, there is a lack of knowledge about what kind of play would be beneficial*

Perception of development benefits of play

- 94%* of parents believe that outdoor play is beneficial for the child's development
 - Seen as promoting physical development
 - Seen as a good release from the child's daily routine
- 88%* of parents also believe that indoor play is beneficial
 - A few parents mentioned it promotes mental development
- Lower NCCS classes are less likely to respond that play is 'definitely' beneficial

Perception of beneficial types of play

- Parents have only vague ideas about what kind of play would be beneficial for the child
 - "Cycling would help increase the child's height"
 - Some mobile phone applications spur mental development
- Parents appear unhappy with the amount of time children are spending watching TV everyday
 - Children watch an average of 1.5 hours of TV a day across all NCCS classes

Gender differences in play

- There are only minor gender based differences in play, as reported by parents
 - Boys spend an average of 176 minutes a day on play while girls spend 169 minutes
 - While boys spend 62 minutes a day on average on outdoor play, girls spend only 58 minutes

Potential implications for the affordable ECE field

- 1 Lack of parent awareness:** Stakeholders will have to take into account the relative lack of awareness amongst parents about early childhood development and the role they can play in promoting it
- 2 Learning through play:** There is an opportunity to leverage parents' openness to the possibility of learning through play
- 3 Mental development:** Stakeholders will have to take into account parents' perception that mental development is the responsibility of the ECE provider, and not something that parents must necessarily engage on

Key questions answered in our findings

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- 5 How do parents **gather information** when selecting an ECE provider?
- 6 What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission?
- 7 How are parents and providers **engaging** with each other?
- 8 Could better educated mothers be **early adopters** of 'good' ECE practices?

What **motivates** parents to send children for ECE? (1/3)

Parents have **primarily academic motivations** for sending their child for ECE

Academic motivations

Admission to grade school

- Parents believe that 'good' schools:
 - Will only admit children who have completed kindergarten
 - Will not allow admission directly into class 1, if ECE section is available

Future academic prospects

- Getting a head-start on learning the basics such as alphabets and numbers
- Forming 'good' academic habits
- Learning the discipline needed for formal school
- Getting used to staying away from home

Herd mentality

- There is a strong 'competitive mentality' of *"everyone sends their children for ECE, and my child should not be left behind"*

Other motivations

Child's environment

- Parents feel that the environment and surroundings are better at schools
 - Child is more likely to be exposed to 'bad influences', particularly other neighborhood children, if they stay at home
 - Schools often have better facilities (like play areas) which the child would not have at home

Interaction with other children

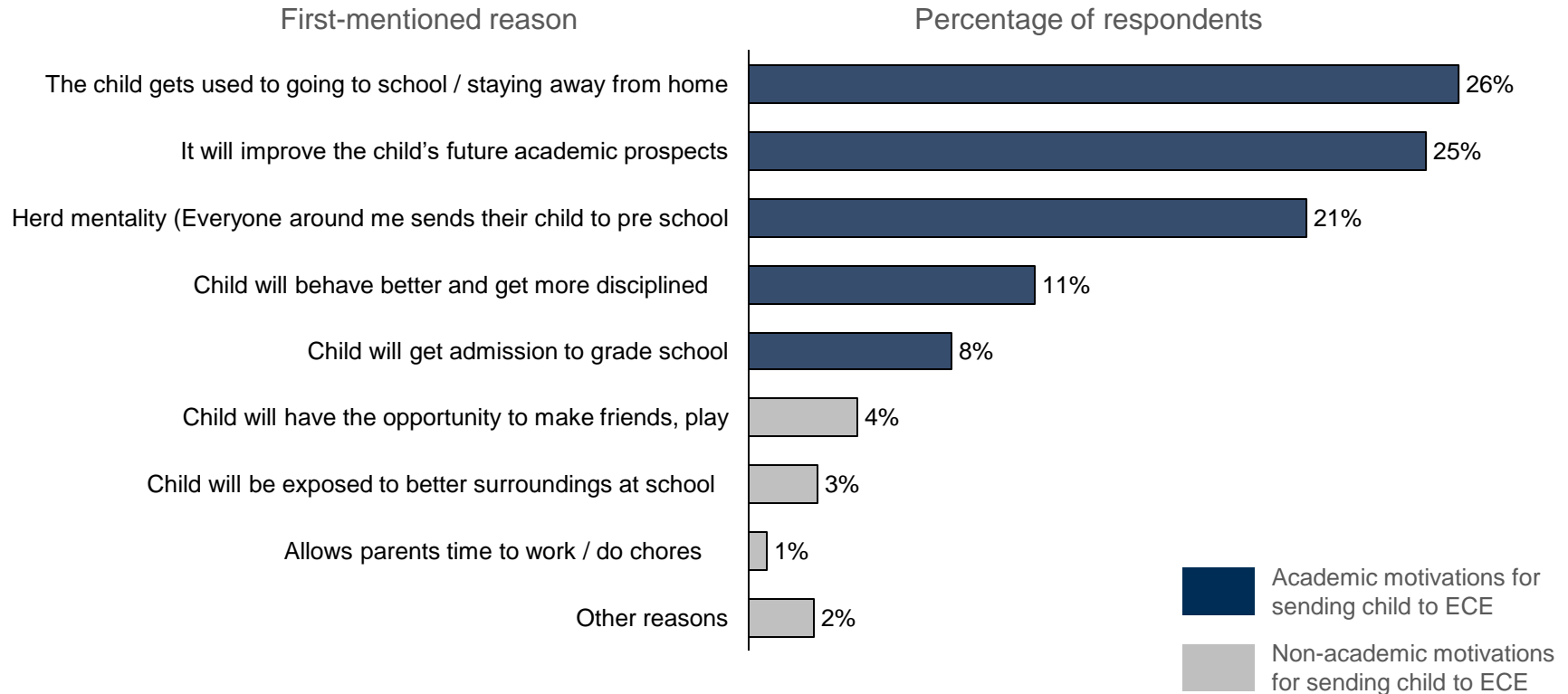
- Attending ECE would help the child make friends with other school-going children, and keep the right kind of company

Time to complete chores

- Sending their children to an ECE provider allows parents the time to complete household chores, without having to take care of the child

What **motivates** parents to send children for ECE? (2/3)

First-mentioned reason when asked why child was being sent for ECE

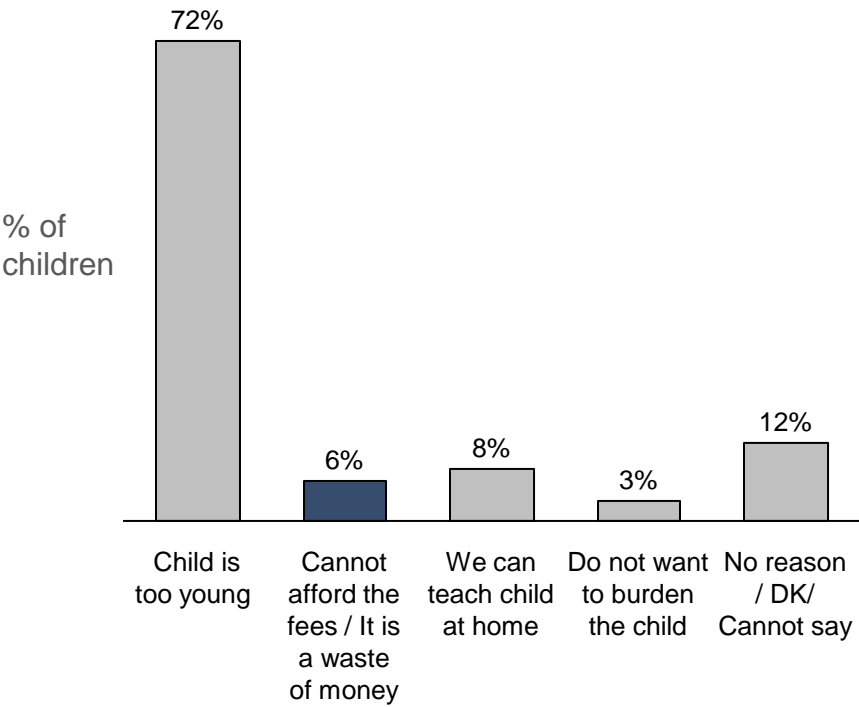


- The primary motivation for sending children for ECE remains academic across
 - NCCS classes / income brackets
 - Mothers with differing levels of education

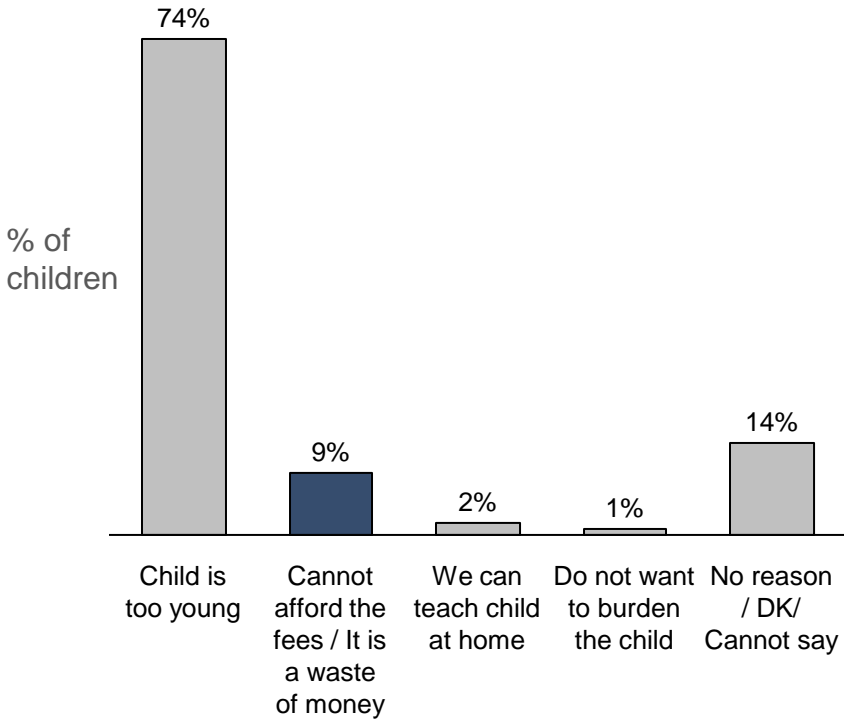
What motivates parents to send children for ECE? (3/3)

Affordability is not a key factor for parents not sending children for ECE, even amongst the lowest NCCS class / income bracket

*Reasons for not sending for ECE – Full Sample



*Reasons for not sending for ECE – NCCS D1



* Asked only of those not sending at least one child for ECE. Source: FSG primary customer research using 4,179 listing interviews

Potential implications for the affordable ECE field

- 1 Potentially large market for affordable ECE:** Parents have strong reasons for sending their children to an ECE provider, indicating a potentially large market for affordable ECE in India
- 2 Primarily academic motivations:** Providers of ECE will in some way have to address parents' primarily academic motivations for sending their children to an ECE provider
- 3 Herd mentality:** The practice among parents of adopting what is observed within the community, in relation to ECE, could help catalyze 'good' ECE practices once a critical mass is reached
- 4 Affordability:** The market is already providing ECE at an affordable price point, indicating that any high-quality affordable provider will have to compete with other providers who are also offering relatively low prices

Key questions answered in our findings

- 1 What do parents **believe** about early childhood development?
- 2 What **motivates** parents to send children for ECE?
- 3 What do parents **consider** to be 'good' ECE?
- 4 What do parents **look for** when selecting an ECE provider?
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What do parents **consider** to be ‘good’ ECE? (1/8)

‘Good’ ECE is often viewed in purely **traditional academic terms**

‘Good’ ECE is often thought of as doing grade school earlier

- Learning number and alphabets early on
- Getting into ‘school habits’ like attending everyday, or doing homework regularly



The focus on academic competition and achievement can lead to three strong beliefs about what constitutes ‘good’ ECE:

- A** Regular homework
- B** Regular exams
- C** Tuition classes



“Younger children need tuitions to perform better. Once they are older, they are more able to study by themselves”

-Mother of 3-year-old boy, Rajkot

What do parents **consider** to be 'good' ECE? (2/8)

A

98% of parents want their children to be given homework everyday

- They typically want homework that allows the child to practice academic skills e.g., repeatedly writing alphabets and numbers



"Children should be given at least 2-3 pages of homework everyday, or else they will just play around at home."

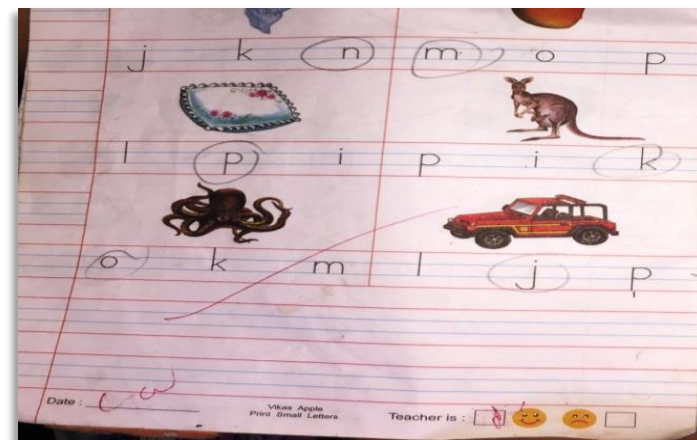
-Father of 4-year-old boy, Mumbai

"Homework is important, but in moderation. At this age, the child should also have time to play."

-Mother of 3-year-old girl, Kolkata

Underlying Drivers

- **60%** of respondents feel homework helps **reinforce lessons from school***
- **30%** of respondents feel homework is important during ECE years as it helps the child get into the **habit of doing homework**
- **22%** of respondents feel homework is important in helping ensure that the child **does not 'waste' time at home**

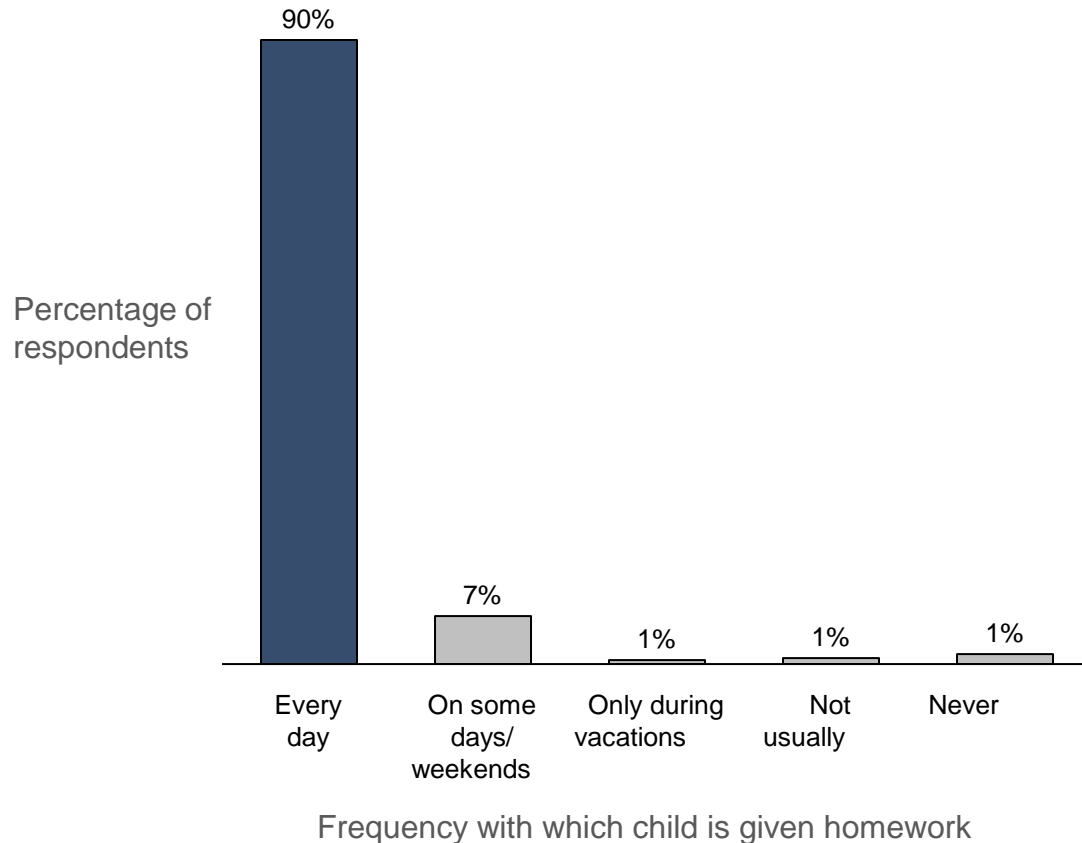


What do parents **consider** to be 'good' ECE? (3/8)

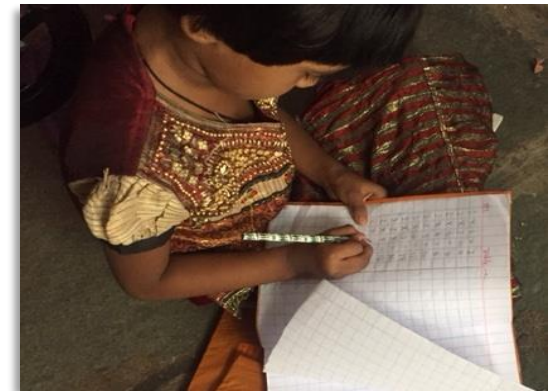
*The market is catering to parents' demand for homework everyday, even for 2 year old children**

A

Frequency of homework



- There is **variance by age** in the frequency of homework given
 - 84% of 2 year old children* were given homework everyday, compared to 93% of 4 year old children*
- There is no significant variation in this trend by NCCS class / income bracket



What do parents **consider** to be 'good' ECE? (4/8)

B

98% of parents want their children to be given **regular tests**

- Parents' **opinions vary** on the frequency and method for conducting these tests
- **90%** of parents believe that assigning their child a **rank in class is important**
- Most parents seemed to **believe their children were doing very well** because they were scoring well in tests

"Exams are essential. It helps understand performance relative to others, which is crucial in today's competitive world."

- Father of a 4-year-old boy, Mumbai

"At this age, schools should only give grades. Ranks should be avoided as it creates unhealthy competition."

- Mother of a 3-year-old girl, Kolkata

Underlying Drivers

- Parents want to **assess the child's progress**
- Parents want to ensure the child is **studying all year round**

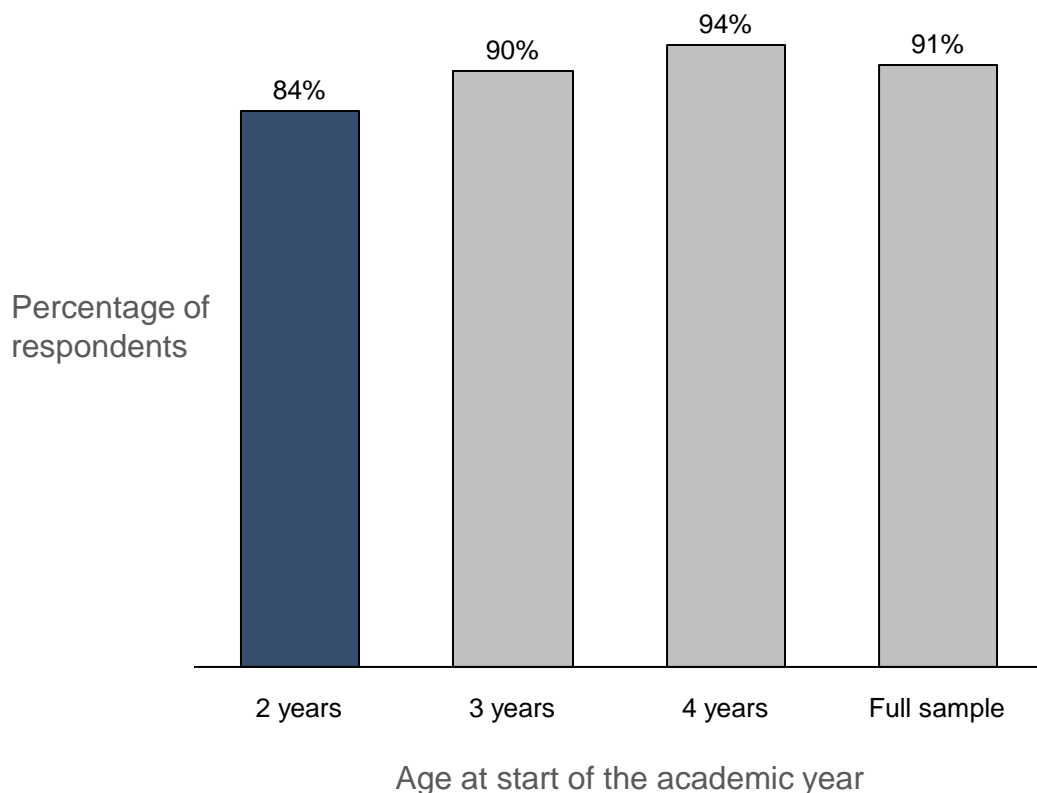


What do parents **consider** to be 'good' ECE? (5/8)

The market is catering to parents' demand for regular tests, even for 2 year old children

B

Prevalence of regular testing (more than once in 6 months) – by child's age



- This trend **varies by city**
 - The trend is strongest in Hyderabad (33% get tests every week)
 - And weakest in Delhi (Only 2% get tests every week and 18% either do not get tests, or get them less than once in 6 months)
- There is no significant variation in this trend by NCCS class / income bracket
- Only 23% of respondents reported that the child was being assigned ranks

What do parents **consider** to be 'good' ECE? (6/8)

C

Over a quarter of parents send their children for **tuition classes**

- Children attend tuition classes an **average of 1.7 hours a day, 5.8 days a week**
- Parents **pay an average of ~INR 300/month**, ~40% of the average fee paid to the primary ECE provider*



Underlying Drivers

Reasons for sending to tuition classes**

- **Academics:** 89% of respondents are sending their child to tuition as it helps the child with school work, and to excel academically
- **Good use of time:** 34% of respondents think the child would 'waste time' at home if they were not sent for tuitions
- **Lack of time:** 24% of respondents feel they do not have the time to teach their children
- **Lack of confidence:** 19% of respondents feel they do not have the capability to support the child at home

v/s

Reasons for not sending to tuition classes

- **Confident parents:** Mothers are educated, and confident of being able to teach the child at home
- **Not wanting to pressure the child:** Some parents believe that tuitions are not needed at such an early age, and they do not want to burden the child

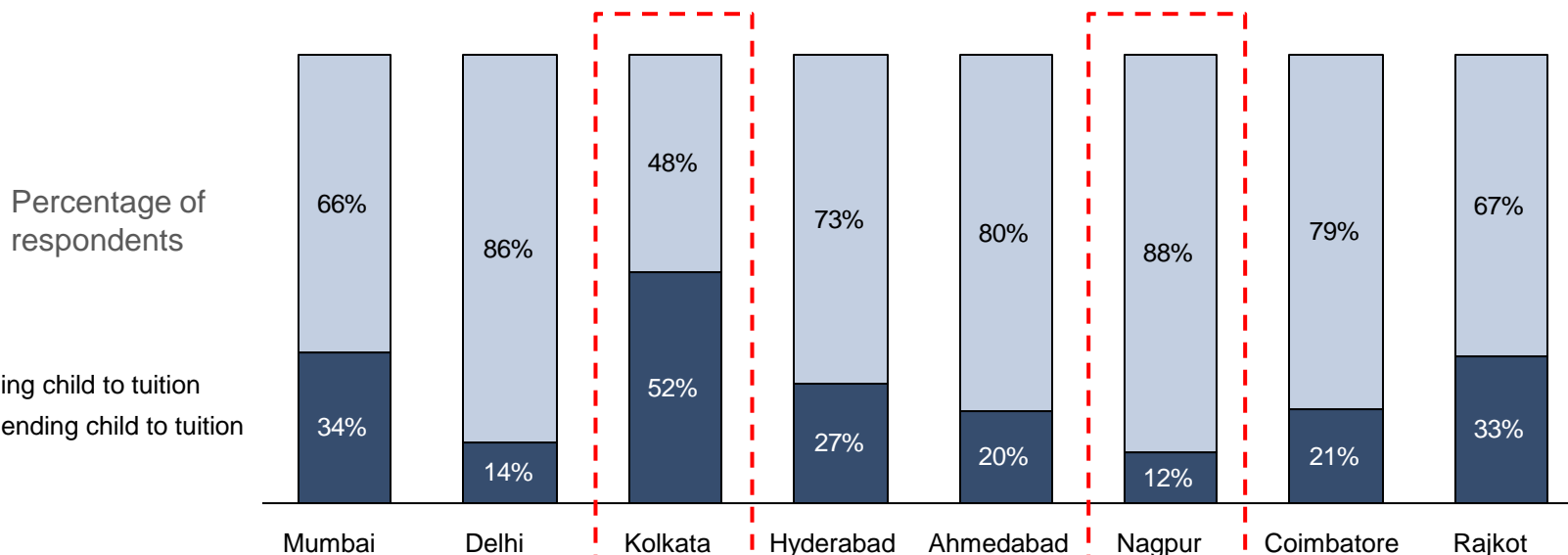
*Calculated for those parents who were sending their children to tuition classes. **Multiple responses were permitted for this question.

What do parents **consider** to be 'good' ECE? (7/8)

The prevalence of tuition **varies significantly across cities**

C

Prevalence of tuition - by city



- The prevalence of tuition **increases with age**
 - 31% of parents of 4 year olds* children were sending their child for tuition classes, while only 17% of parents of 2 year olds* were doing so
- The prevalence of tuition does not vary with the duration of the main ECE session
- The length of the tuition class also does not vary with the length of the main ECE session

*Age at start of the academic year. Source: FSG primary customer research using 2,010 main interviews. [See appendix for underlying data](#)

What do parents **consider** to be 'good' ECE? (8/8)

However, these current beliefs maybe malleable and can be **changed by effectively engaging parents**

Example: The Akanksha* approach to parent engagement ,where they bring parents along on the child's development journey, away from traditional expectations about 'good' ECE

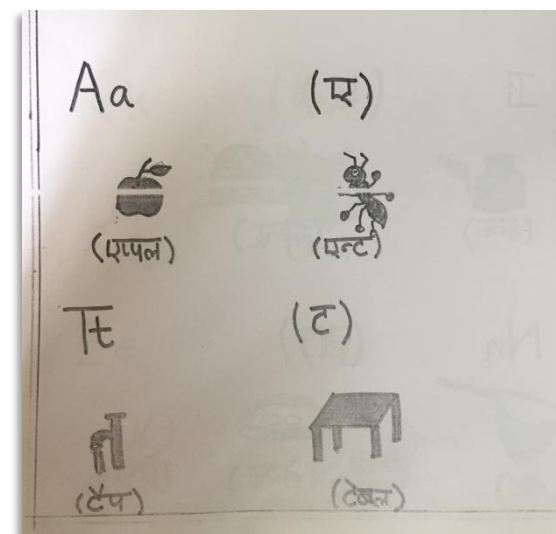
What the Program Does:

1. Communicate the markers of progress to parents upfront:

- At the beginning of every year, explain to parents
 - Learning milestones
 - Indicators of progress to look out for
- At the beginning of the week, teachers explain the modules that will be covered

2. Involve parents in the child's education

- Parents are given simple home activities in Hindi so that they can teach their children at home and closely observe progress



"While I can afford to send my child to a private school, I prefer the Akanksha school"

- Mother of a 5-year-old girl, Mumbai

An activity sheet in Hindi which helps parents teach their children English at home

Potential implications for the affordable ECE field

- 1 Weak value proposition:** ‘Good’ ECE might not be a strong value proposition on its own as parents may have negative attitudes towards some aspects, such as the absence of homework and tests
- 2 Effective communication:** The program could use effective communication to change parents’ expectations and their demands, particularly around the key distinction between ‘starting early’ and ‘doing things earlier’
- 3 Parents need to feel their kids are doing well:** Providers will need to balance parents’ need to feel their children are performing well, while avoiding potentially ‘bad’ ECE practices such as grading and ranking children to signal the child’s performance
- 4 Addressing the tuition market:** Providers could leverage parents’ willingness and ability to pay for extra tuition as an avenue for greater engagement with the child, as well as an additional source of revenue
- 5 Market catering to current demand:** Providers of ‘good’ ECE will have to compete with providers who are catering to what parents currently perceive to be ‘good’ ECE practices

Key questions answered in our findings

- 1 What do parents **believe** about early childhood development?
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What do parents look for when selecting an ECE provider? (1/13)

*There are a **variety of factors** that parents look for when selecting an ECE provider*

- A** Proximity to home
- B** Whether the provider is private and English-medium
- C** Whether the provider is attached to a school offering higher grades
- D** Quality

What do parents look for when selecting an ECE provider? (2/13)

Different parents attach **differing degrees of importance to these factors** when choosing an ECE provider

Example: These parents differ in the importance they attach to the ECE provider being very close to home (factor A), relative to the provider being attached to a school offering higher grades (factor C)

"My child has to travel for 45 minutes to reach school, but I still enrolled her here because this school has classes up to the 12th Grade."

- Father of a 5-year-old girl, Rajkot



"I may send my son to an attached school farther away from home from Class 1 onwards, but the play school should not be more than 15 minutes away from home."

-Father of a 4-year-old boy, Kolkata



What do parents look for when selecting an ECE provider? (3/13)

A

Parents choose an affordable provider that is **very close** to their home

- 64% of respondents are sending their child to a provider who is less than 10 minutes away, while 34% are sending to a provider 11-30 minutes away
 - 56% of respondents reported their child walks to the provider, 19% reported using private transport and 25% reported using some form of shared / public transport
- This trend does not vary significantly with the age of the child



Underlying Drivers

- Parents want to be able to reach the child quickly in case of an emergency
- Parents feel the child is too young to travel long distances

"In case my daughter is not feeling well, I want to be able to reach the school within ten minutes."

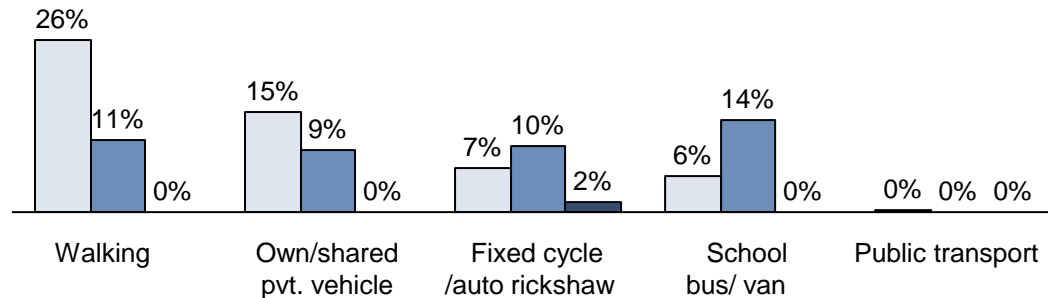
- Mother of a 3-year-old girl, Hyderabad

What do parents look for when selecting an ECE provider? (4/13)

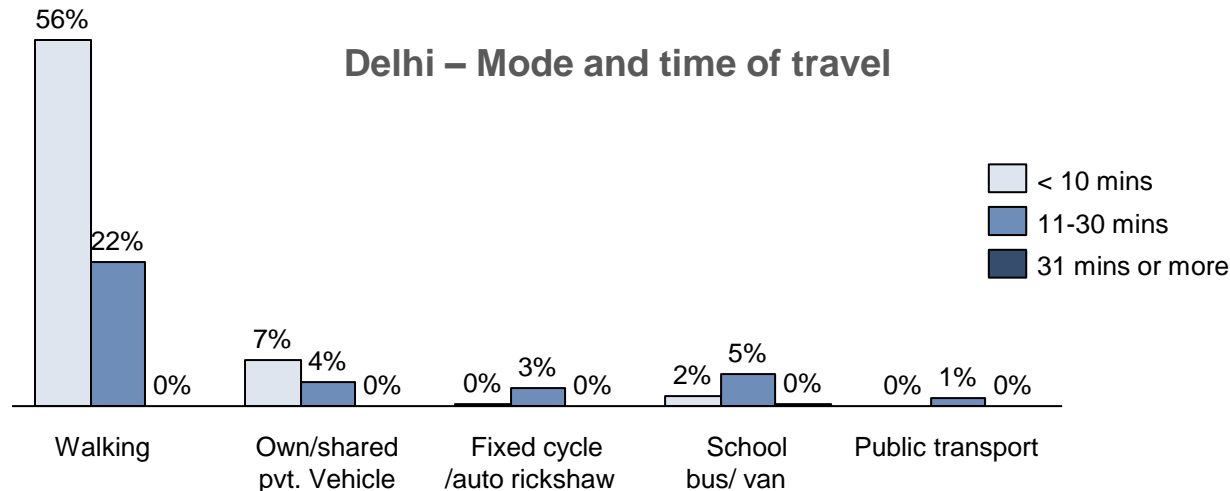
Catchment areas for ECE providers vary by city, although there is no clear trend by city size

A Example: Differing catchment areas in Ahmedabad and Delhi

Ahmedabad – Mode and time of travel



Delhi – Mode and time of travel



The catchment area for ECE providers appears to be smaller in Delhi, relative to Ahmedabad

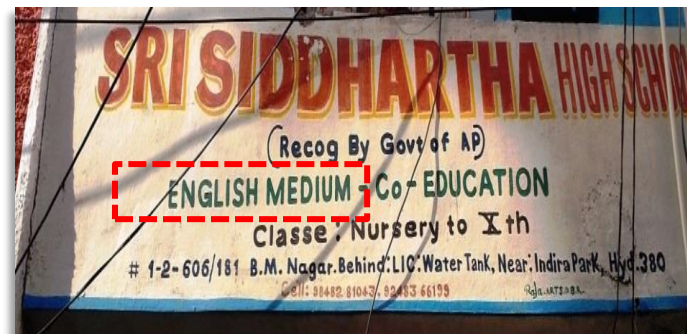
- More respondents in Delhi reported a commute time of less than 10 minutes (65%, versus 55% in Ahmedabad)
- Yet, fewer respondents in Delhi use a vehicle for the child's commute (22%, versus 63% in Ahmedabad)

What do parents look for when selecting an ECE provider? (5/13)

B

Parents choose a **private, English-medium** provider

- **90%**¹ of respondents are sending their 3 to 6 year old child to private providers
- **95%**² of respondents who are paying fees of between INR 300 – 1,200 per month are sending to English-medium providers
 - Parents are **paying an average premium** of 31% of total fees for English-medium providers²



Underlying Drivers

- Government schools are usually associated with poor quality education and a lack of good facilities
 - Parents also feel government schools are attended by students from poorer families, and do not want their children to associate with them
- Providers that brand themselves as being 'English-medium' are preferred as parents feel that it is crucial for a child to be in an 'English-speaking environment' for the child to pick up the language faster
- These two behaviors are linked as government schools often provide education in the local language

"We cannot afford English-medium schools for both my children, so when it was time to admit my son, we moved my daughter to a Marathi-medium school."

- Mother of a 4-year-old girl and 3-year-old boy, Mumbai

"We enrolled my son in a private school primarily because government schools teach in Bengali."

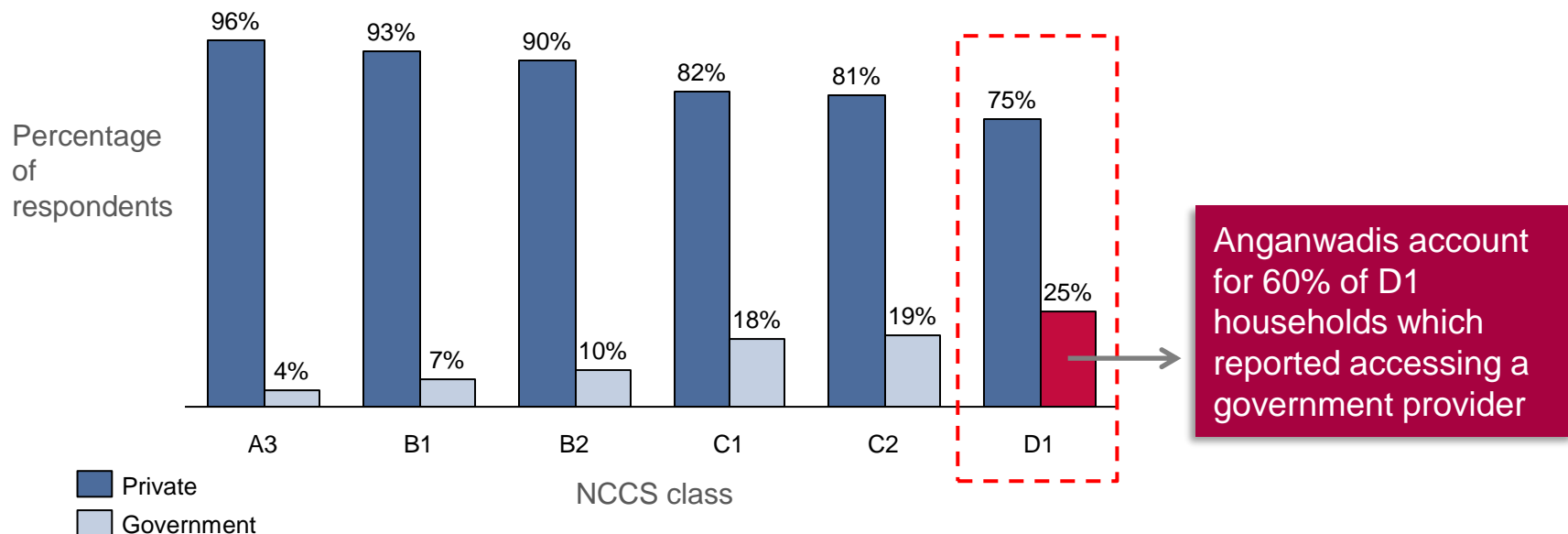
- Father of a 5-year-old boy, Kolkata

What do parents look for when selecting an ECE provider? (6/13)

All NCCS classes / income brackets **predominantly access private ECE provision, including D1s**

B

Type of ECE provider - by NCCS class / income bracket*



- Younger children are more likely to be accessing government ECE provision
 - 23% of parents of 2 year olds were sending their child to a government provider, relative to only 12% of parents of 5 year olds

What do parents look for when selecting an ECE provider? (7/13)



Parents choose a provider that is **attached** to a school with higher grades

- 80% of respondents were sending their 3 to 6 year old child to an attached provider

Underlying Drivers

- ‘Good’ higher schools often accept admission only at the pre-primary level
- Parents do not want to have to pay admission fees multiple times (~40% of respondents accessing attached providers reported paying admission fees, while only 26% going to a stand-alone play school did so)
 - Can be very expensive (Up to INR 10,000)
 - Parents have to go through the trouble of negotiating this amount with providers
- Parents want to avoid repeating the admissions process which can be lengthy and stressful
 - Involving interviews for parents and entrance tests for children
- 79% of respondents not sending to an attached provider believed admission post-preschool would be easy



“If I enroll my son in a full school, then I will have to pay the admission fee only once”

- Father of a 4-year-old boy, Mumbai

“My daughter’s school rarely takes a child into Class 1 if they have not attended LKG and UKG there”

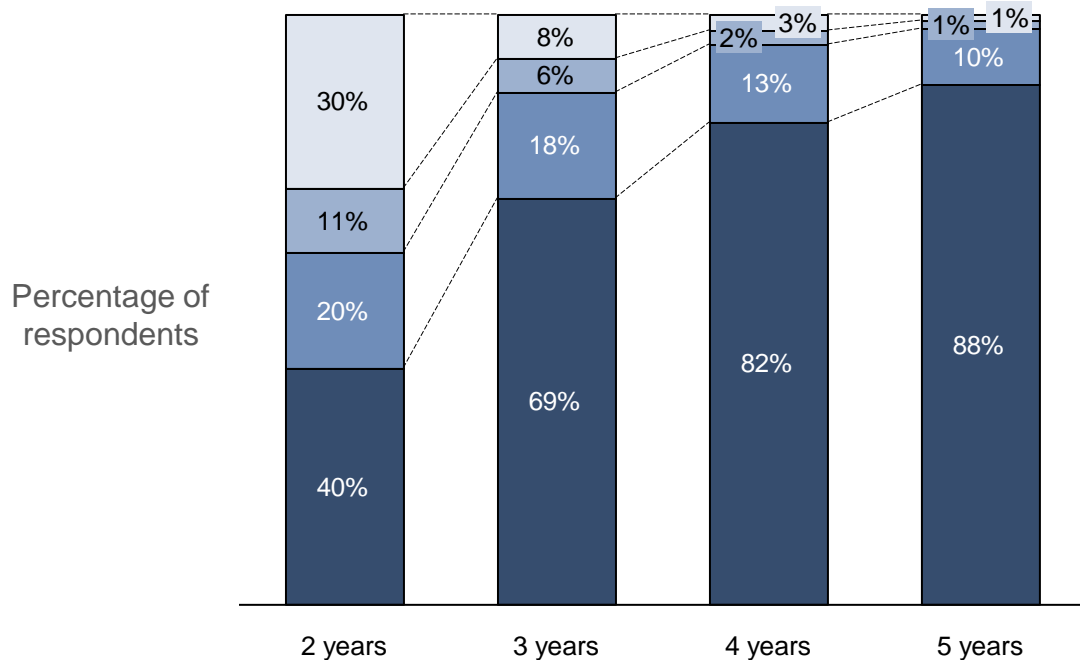
- Mother of a 4-year-old girl, Hyderabad

What do parents look for when selecting an ECE provider? (8/13)

The trend of choosing an attached provider is **evident even at the ages of 2 and 3 years**



Percentage of respondents choosing attached providers – by age



- There is some variation by city in how strong the trend of sending to an attached provider is
 - The trend is strongest in Hyderabad (96% choosing attached) and weakest in Kolkata (65% choosing attached)
- There is no significant variation in this trend by NCCS class / income bracket

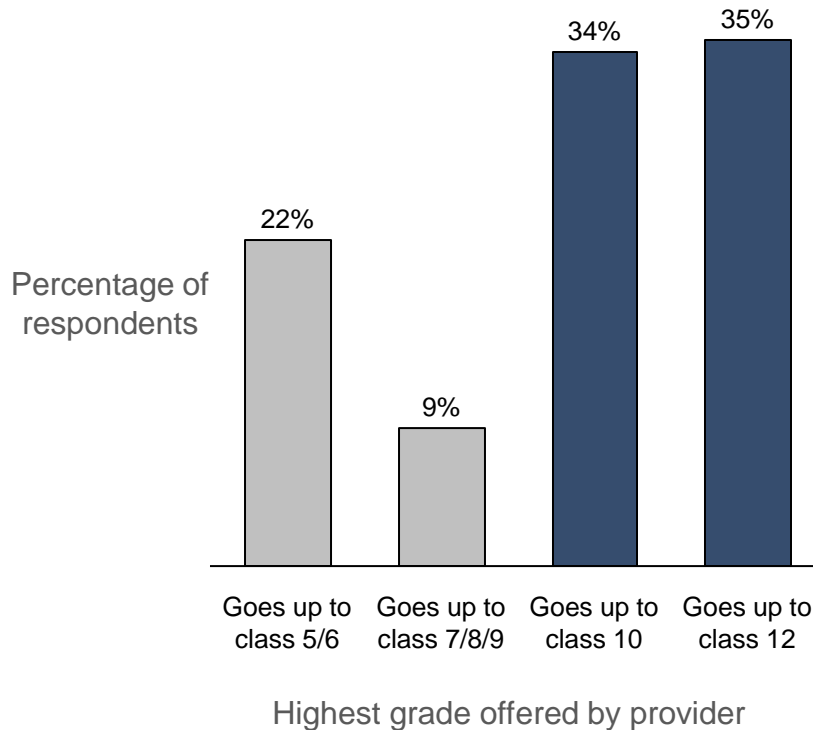
Standalone Play School
Play School & Nursery
Goes up to UKG
Goes up to higher grades (beyond KG)

What do parents look for when selecting an ECE provider? (9/13)

Parents **prefer providers that go up to grade 10 and 12**, given the drivers related to school admission

C

Percentage of respondents choosing schools that go up to grade 10 and 12* – by grades offered by provider



- This trend holds in all cities except Delhi, where 54% of respondents who had chosen attached providers were sending their child to a school that did not go up to grade 10**
- There is no significant variation in this trend by NCCS class / income bracket

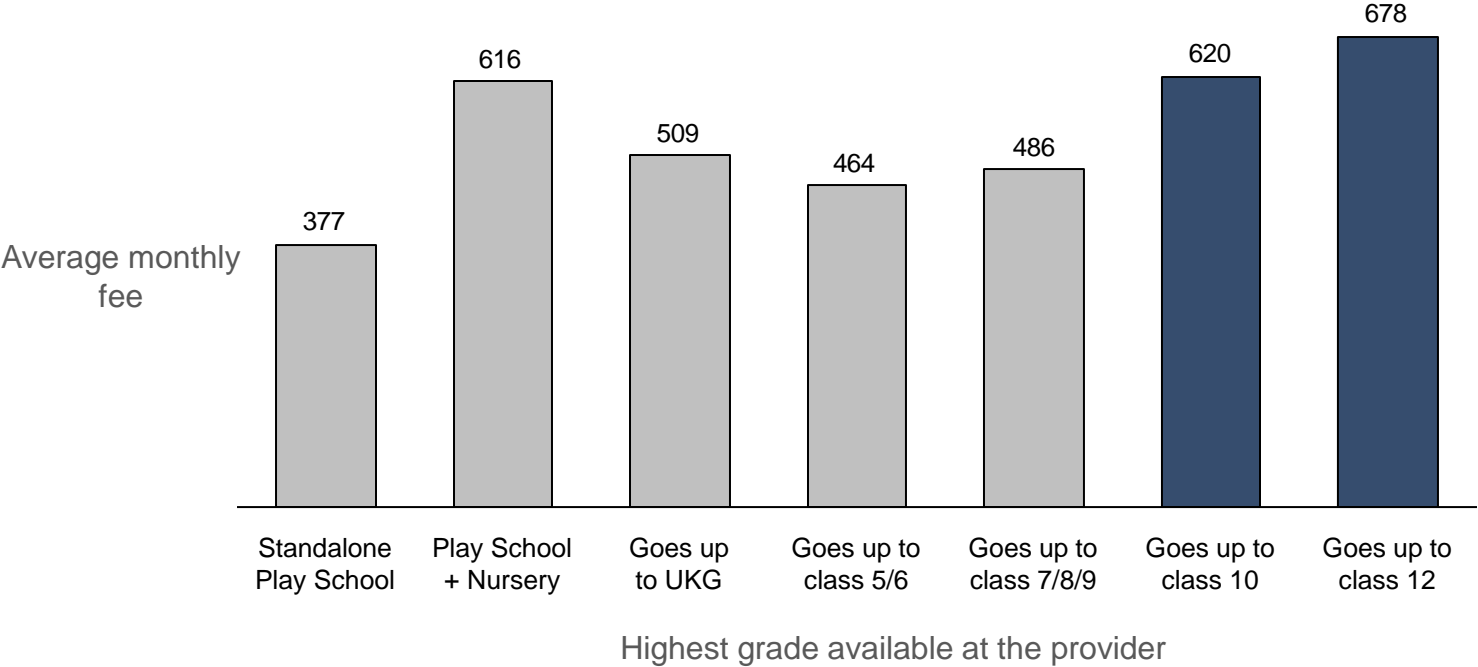
*Sample weighted by age and reported as a percentage of those choosing attached providers **From field visits unrelated to this research, we understand that, in Delhi, the only board affiliation available is the CBSE board, which has stringent requirements that most APSs struggle to meet. Many private providers therefore only go up to grade 5 or 8. Source: FSG primary customer research using 4,179 listing interviews. See appendix for underlying data

What do parents look for when selecting an ECE provider? (10/13)

Parents are paying **a premium for providers that go up to grade 10 and 12**



Average monthly fees at private ECE providers - by highest grade available at the provider



What do parents look for when selecting an ECE provider? (11/13)

D Parents choose a provider that they perceive to be of **'good quality'**, by using various **proxies to assess quality**

- Getting recommendations from **friends and family**
- Gauging local **brand reputation** within the micro market
- Observing **other children attending** the school, and where they have gained admission
- Observing the **physical infrastructure** of the provider (computer rooms, electronic boards etc.)
- Meeting with **teachers** and principals
 - Usually not judged on qualifications, but on the impression from informal interactions
- Studying the **marks** and ranks that students from that provider achieve at higher grades



Underlying Drivers

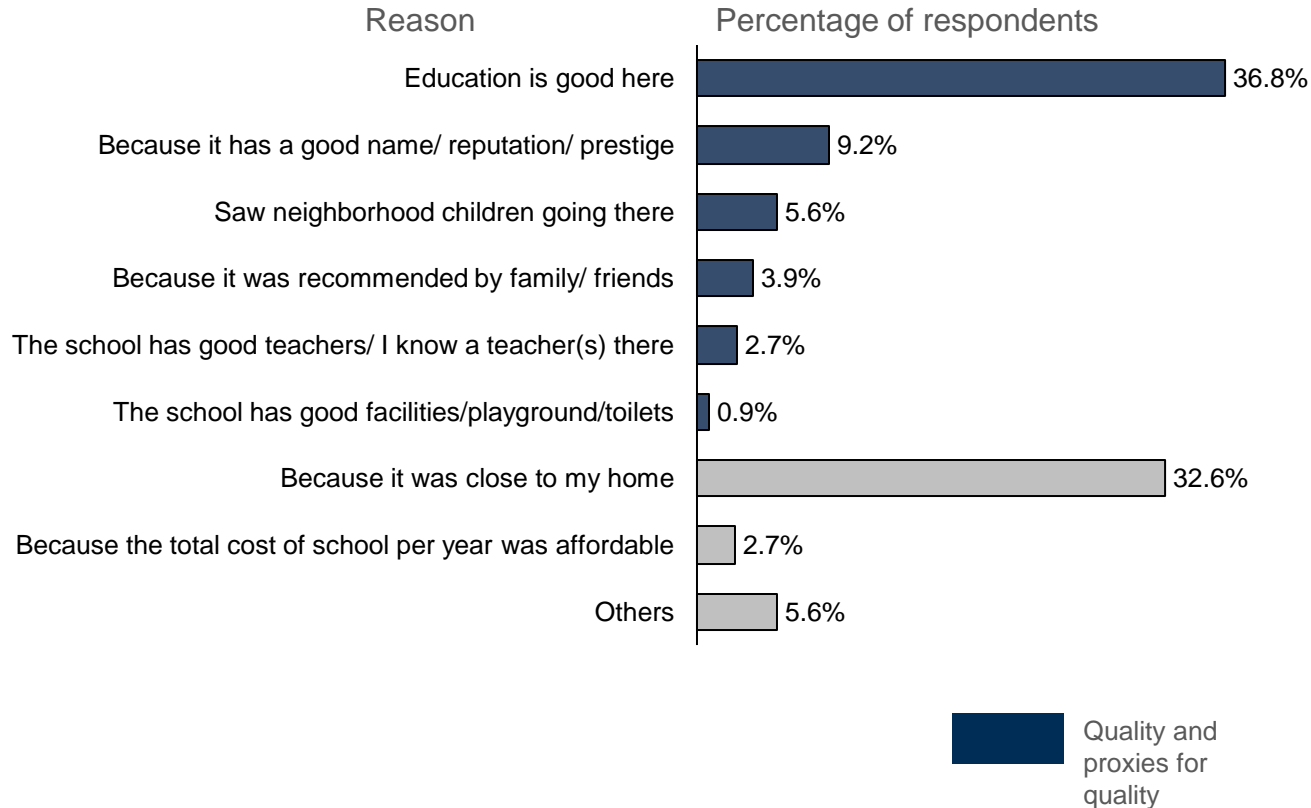
- Parents are 'quality' conscious, but their **perception of quality is intrinsically related to their academic motivations** behind sending children for ECE
- Parents are **not aware of objective quality standards** or rating systems for ECE
- Parents are concerned about the well being of their children

What do parents look for when selecting an ECE provider? (12/13)

Quality is a key factor for parents when selecting an ECE provider

D

First mentioned reason for selecting current provider

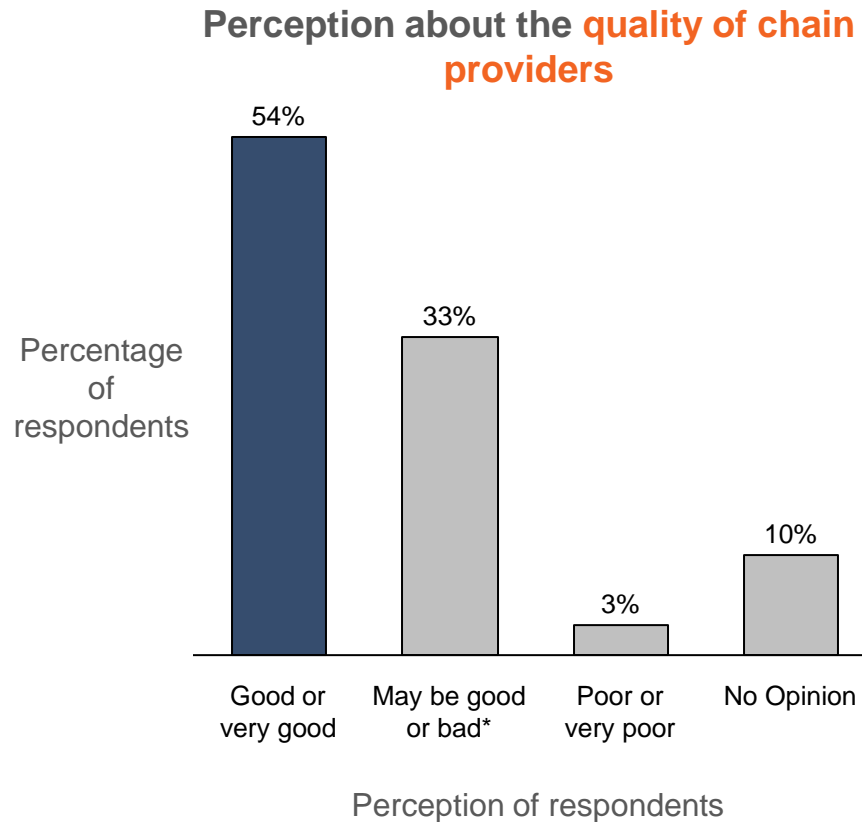


- This trend does not vary significantly by
 - NCCS class / income bracket
 - City

What do parents look for when selecting an ECE provider? (13/13)

Parents have a generally **positive perception of chain providers**

D



- Parent perception about chain providers does not vary significantly by
 - NCCS class / income bracket
 - City

What do parents look for when selecting an ECE provider?

Key Findings

- **Key factors which parents consider when selecting an ECE provider are whether it is :**
 - Close to home and affordable
 - A private, English-medium provider
 - Part of a school offering higher grades
 - A 'quality' provider
- **Parents use various proxies for assessing quality**
 - Certain proxies such as word-of-mouth recommendations could be more influential than others
- **The importance parents attach to a particular factor when choosing providers varies**

Potential implications for the affordable ECE field

- 1 Catchment area for an ECE provider is very small:** The catchment area for each ECE provider is likely to be very small, especially for play schools and nurseries
- 2 Preference for providers attached to higher grades:** Providers will have to address parents' demand for providers attached to higher grades, as they wish to avoid the hassle and cost of securing admission to multiple schools
- 3 Parents lack a holistic understanding of quality and assessment methods:** Parents currently use proxies for assessing quality based on their perception of 'good' ECE – Stakeholders could create huge impact by increasing parents' awareness of 'good' ECE, and developing a reliable way for them to assess it

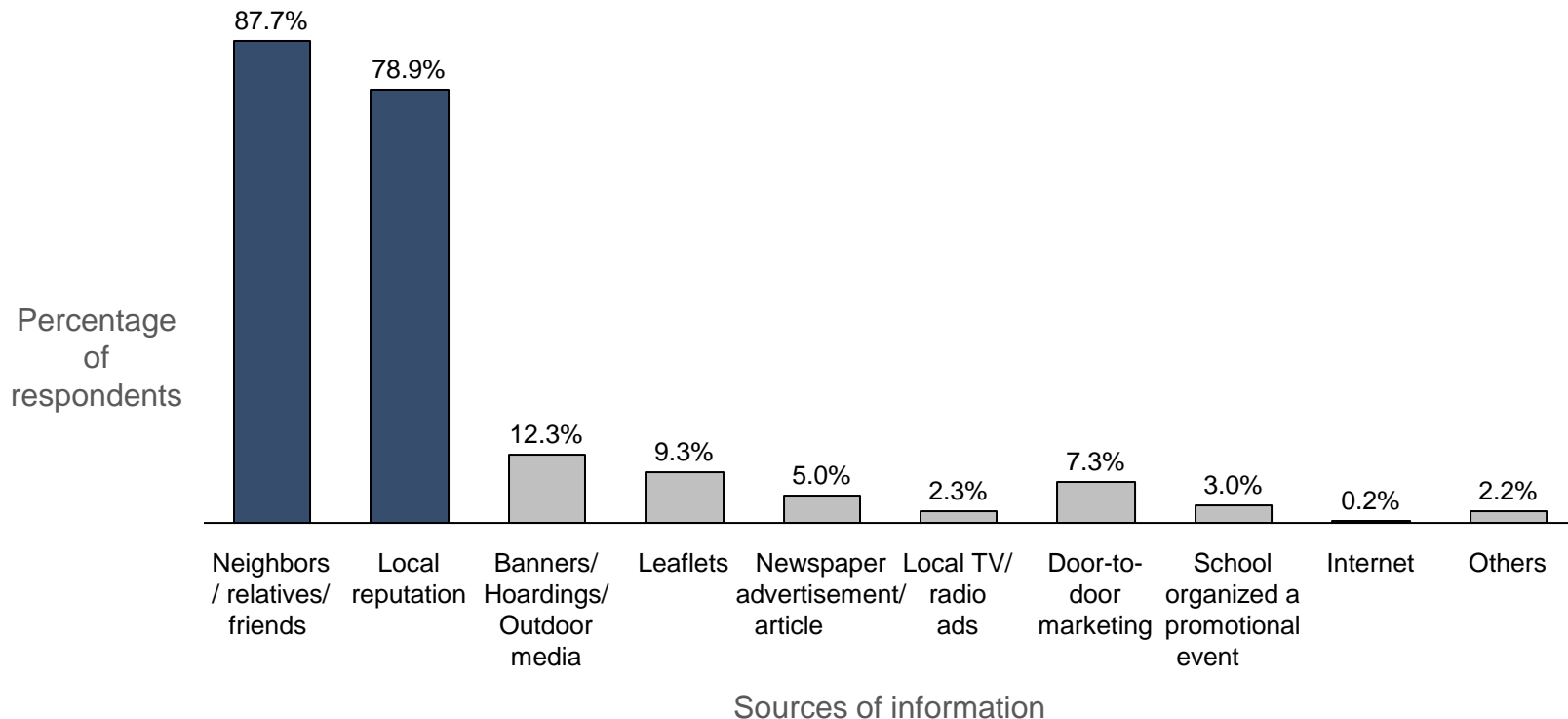
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How do parents gather information when selecting an ECE provider? (1/5)

Word-of-mouth and local reputation are the most common sources of information about ECE providers

Source through which respondent learnt about provider*



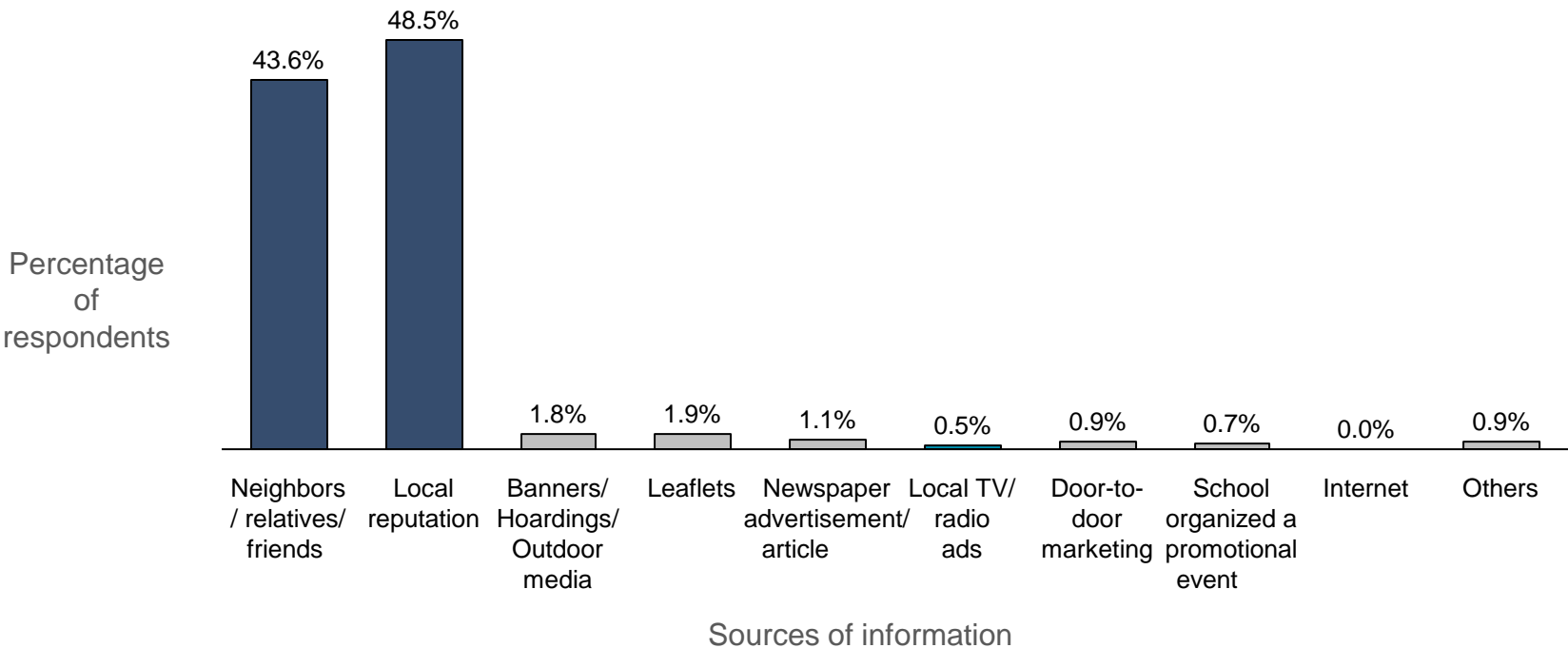
- There is no significant variance in source of information by NCCS class / income bracket
- However, various forms of advertisement were reported as common sources of information in some cities such as Rajkot and Hyderabad (50% and 49% of respondents respectively)

* Multiple responses allowed Source: FSG primary customer research using 2,010 main interviews. [See appendix for underlying data](#)

How do parents gather information when selecting an ECE provider? (2/5)

Word-of-mouth and local reputation are also the most influential sources of information

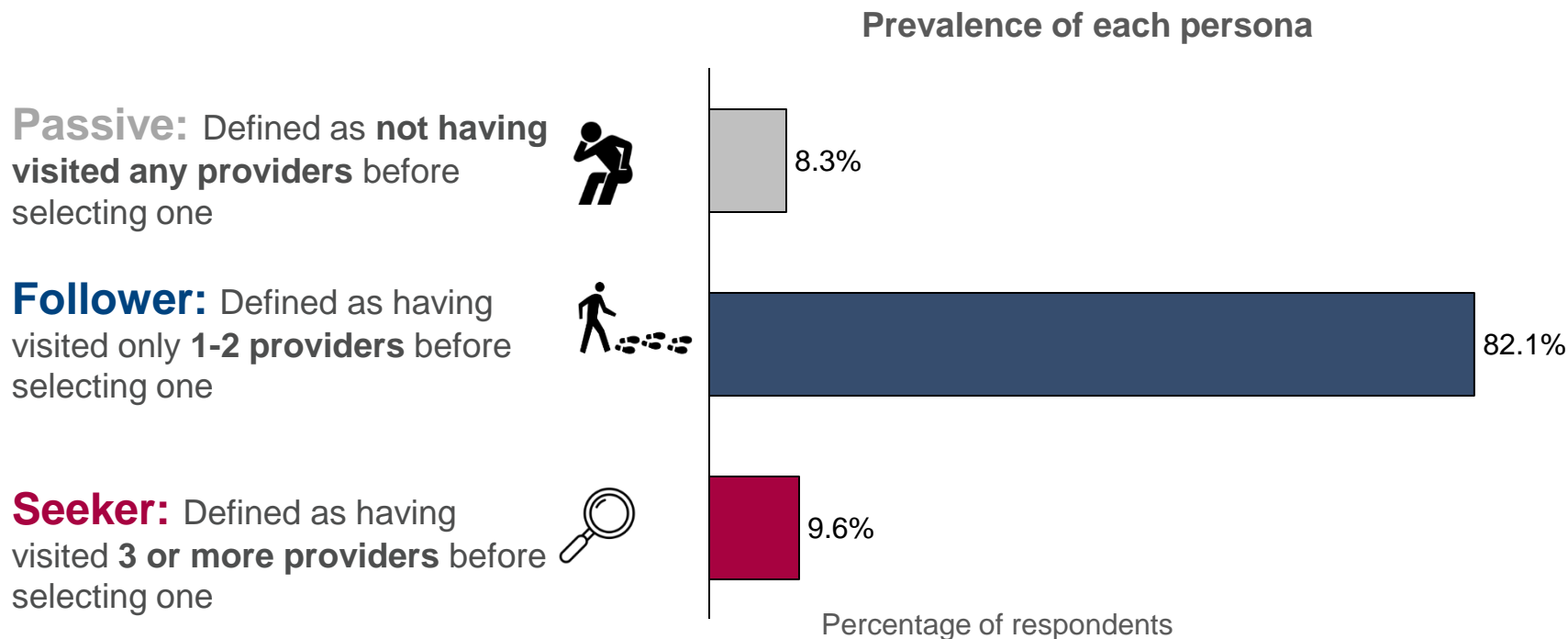
Source of information which most influenced choice of provider



- There is no significant variance in this trend across NCCS class / income bracket, city or by whether the respondent has chosen a provider attached to a school offering higher grades

How do parents gather information when selecting an ECE provider? (3/5)

We can characterize the parents we spoke to into **3 personas** based on their **information-seeking behavior**: *Passive, Follower and Seeker*



- There is no significant variation in which persona is most common across
 - NCCS classes / income brackets
 - Mother's level of education

How do parents gather information when selecting an ECE provider? (4/5)

There are **variations in ECE behavior** between the three personas

Variations in ECE behavior across personas



Passive



Defined as having visited **none of the providers** before selecting one

Follower



Defined as having visited only **1-2 providers** before selecting one

Seeker



Defined as having visited **3 or more providers** before selecting one

Seekers tend to:

Make **more efforts** to gather information about providers

Typical no. of principals met

0 (97%)

1 (64.1%)

≥3 (42.5%)

Typical no. of teachers met

0 (92.8%)

1 (57.5%)

≥ 3 (36.3%)
2 (34.7%)

Spoke to/observed children going to that school*

20%

32%

39%

Send their children to **K-12 schools**

Stand-alone*

25%

22%

22%

School goes up to Grade 10/12*

36%

58%

66%

Pay **more** in fees

Average monthly fees

INR 573

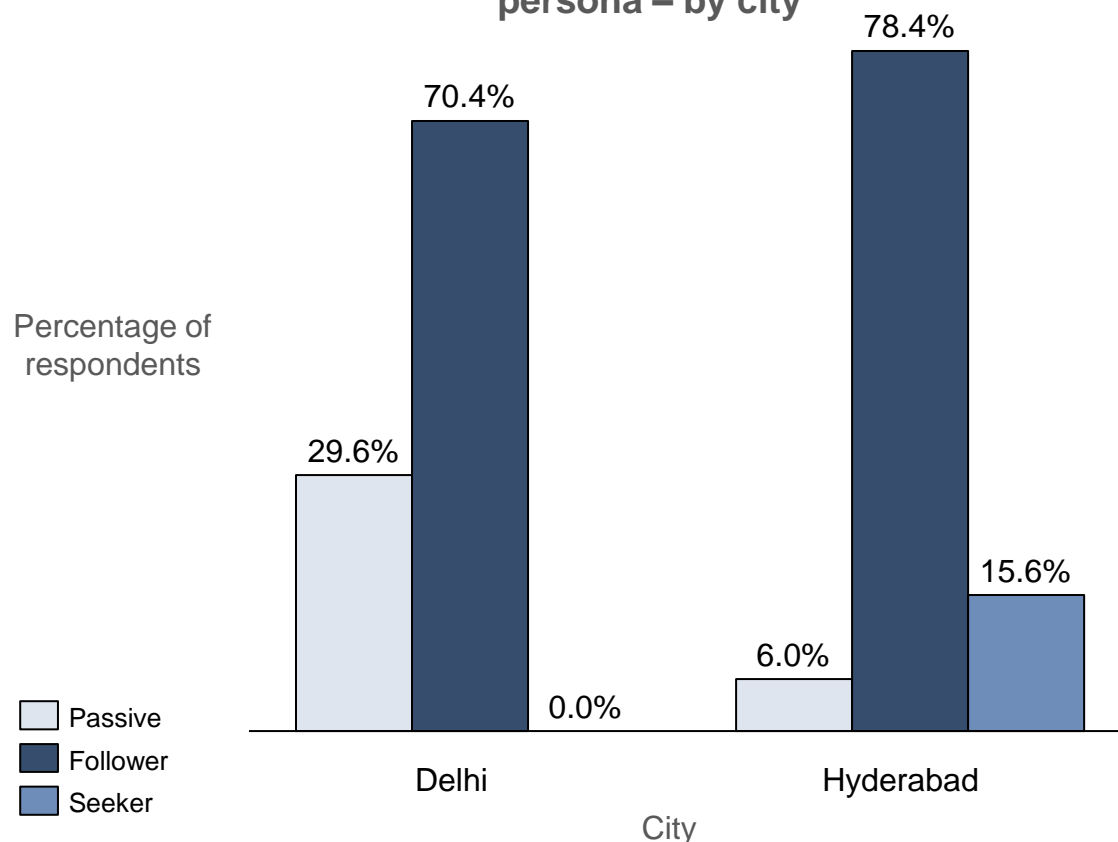
INR 608

INR 624

How do parents gather information when selecting an ECE provider? (5/5)

*The prevalence of passives and seekers **varies across cities***

Percentage of respondents based on type of persona – by city



- Delhi has the highest proportion of passives
 - The proportion in other cities ranges from 1.2% in Nagpur, to 10.4% in Kolkata
- Hyderabad and Mumbai have the highest proportion of seekers (~15%)*
 - The proportion in other cities ranges from 0% in Delhi, to 13.2% in Rajkot

* Field research unrelated to this customer research indicates that Hyderabad has a particularly competitive APS market. Source: FSG primary customer research using 2,010 main interviews. [See appendix for underlying data](#)

Potential implications for the affordable ECE field

1 Importance of word-of-mouth: Providers and other stakeholders will have to account for the importance of word-of-mouth recommendations by families and friends in the affordable ECE market

2 Segmenting the market: Providers could segment the market based on information seeking behaviors in order to target products and marketing efforts

Key questions answered in our findings

- 1 What do parents **believe** about early childhood development?
- 2 What **motivates** parents to send children for ECE?
- 3 What do parents **consider** to be 'good' ECE?
- 4 What do parents **look for** when selecting an ECE provider?
- 5 How do parents **gather information** when selecting an ECE provider?
- 6 What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission?
- 7 How are parents and providers **engaging** with each other?
- 8 Could better educated mothers be **early adopters** of 'good' ECE practices?

What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (1/7)

A

Parents expect a **safe and caring environment** for their children



Monitoring Behavior		
Infrastructure	Teacher Quality	Quality of helpers (<i>aayas</i>)*
<ul style="list-style-type: none">Parents observe whether the provider’s infrastructure is safe for the children, and whether<ul style="list-style-type: none">Gates are kept open during school hoursChild is allowed to leave with strangersThere are any unsafe areas or balconies	<ul style="list-style-type: none">Parents’ assessment is based on feedback from the child, and their own interactions with the teachersThe key criteria is whether the teacher is gentle, caring, and has a motherly attitude<ul style="list-style-type: none">This seemed to be more important than formal qualifications, once the child has been admitted	<ul style="list-style-type: none">Parents observe the number of <i>aayas</i> and whether they take adequate care of the child<ul style="list-style-type: none"><i>Aayas</i> must ‘open the child’s tiffin’, and ensure he is eatingChild must be taken to the washroomCareful attention must be given if the child is hurt

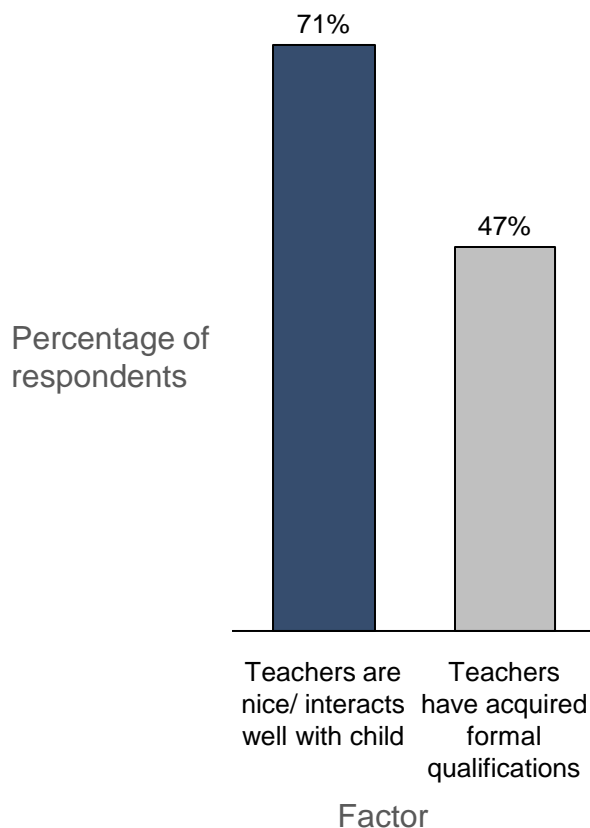
*Aayas tend to be slightly older women who help out in the school with tasks such as cleaning, and taking the child to the washroom. Source: FSG primary customer research using qualitative interviews.

What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (2/7)

Parents consider **how the teacher interacts with the child** a more important consideration than the teacher's formal qualification

A

Most important factors to consider about a provider*



- This trend does not vary significantly by
 - NCCS class / income bracket
 - City

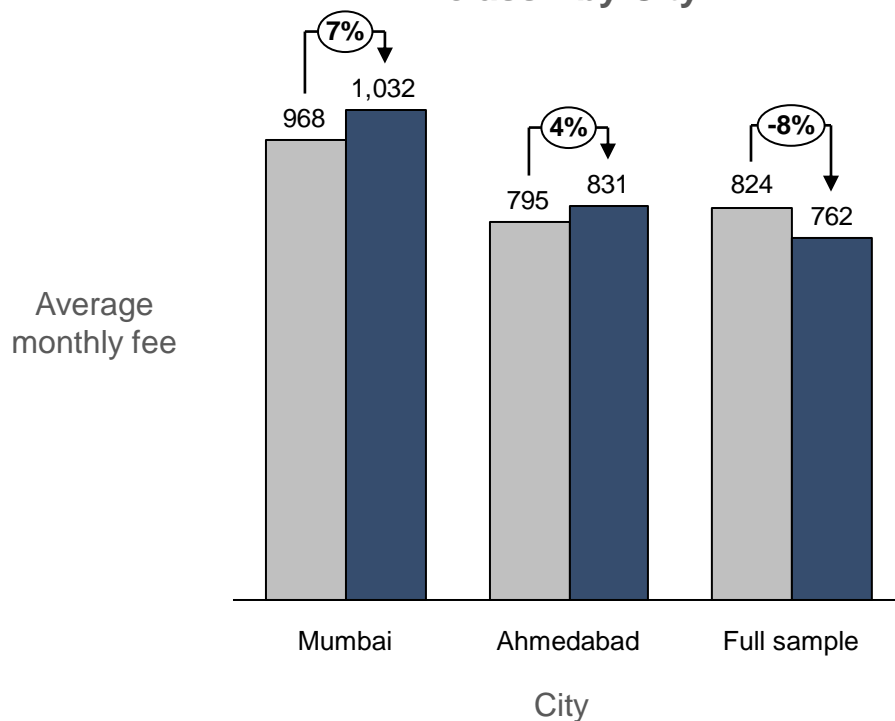
*Parents were asked to select the top 5 factors that *should be* considered when choosing a provider from a list of 18 factors, not what they considered when they chose their current provider. Source: FSG primary customer research using 2,010 main interviews. [See appendix for underlying data](#)

What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (3/7)

*Despite the importance of teacher's interaction with the child, **smaller class sizes command a premium only in some cities***

A

Average monthly fee by number of children in class*- by City



- Average class size or larger (≥ 36)
- Smaller than average class size (< 36)

- Parents are paying a premium for smaller than average class sizes in Mumbai and Ahmedabad
 - However, this trend does not hold in the rest of the sample
- Only 2.3% of parents mentioned a small class size as a reason for selecting a particular provider

What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (4/7)

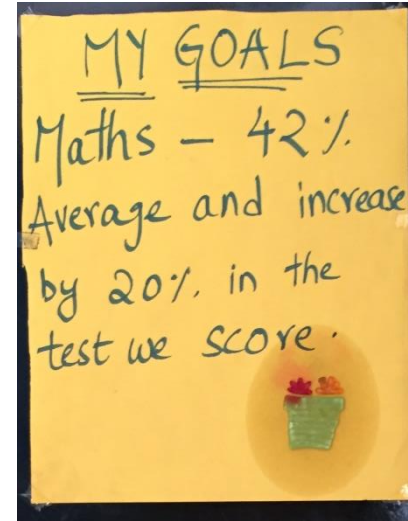
B

Parents expect to see continuous **'traditional' academic progress** in their children



Monitoring Behavior

- Parents look for certain markers of progress from their children, such as
 - Ability to speak in English
 - Ability to recite poems, write alphabets and numbers
 - Marks and ranks in class (98% of parents think regular tests are important)
- Additionally, they also take into account inputs given by teachers about the child's progress



An academic target displayed in a classroom used for ECE

"After work, I check my son's exercise books and ask him to recite what he learnt in school that day."

- Father of a 4-year-old boy, Mumbai

"If my son gets higher marks in class, then I know he is studying well."

-Father of a 6-year-old boy, Pune

What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (5/7)

Both **parents and providers react** when parent expectations are not met

Parents are **willing and able to change** the provider

Problem: The *aaya* threatened to lock Shankar's son in a cupboard if he did not stop crying

Response:

*"I was very unhappy with this incident, so I decided to **change** his school"*



Providers may also take **steps to pacify** the customers

Problem: The teacher beat the kids in Asha's daughter's school

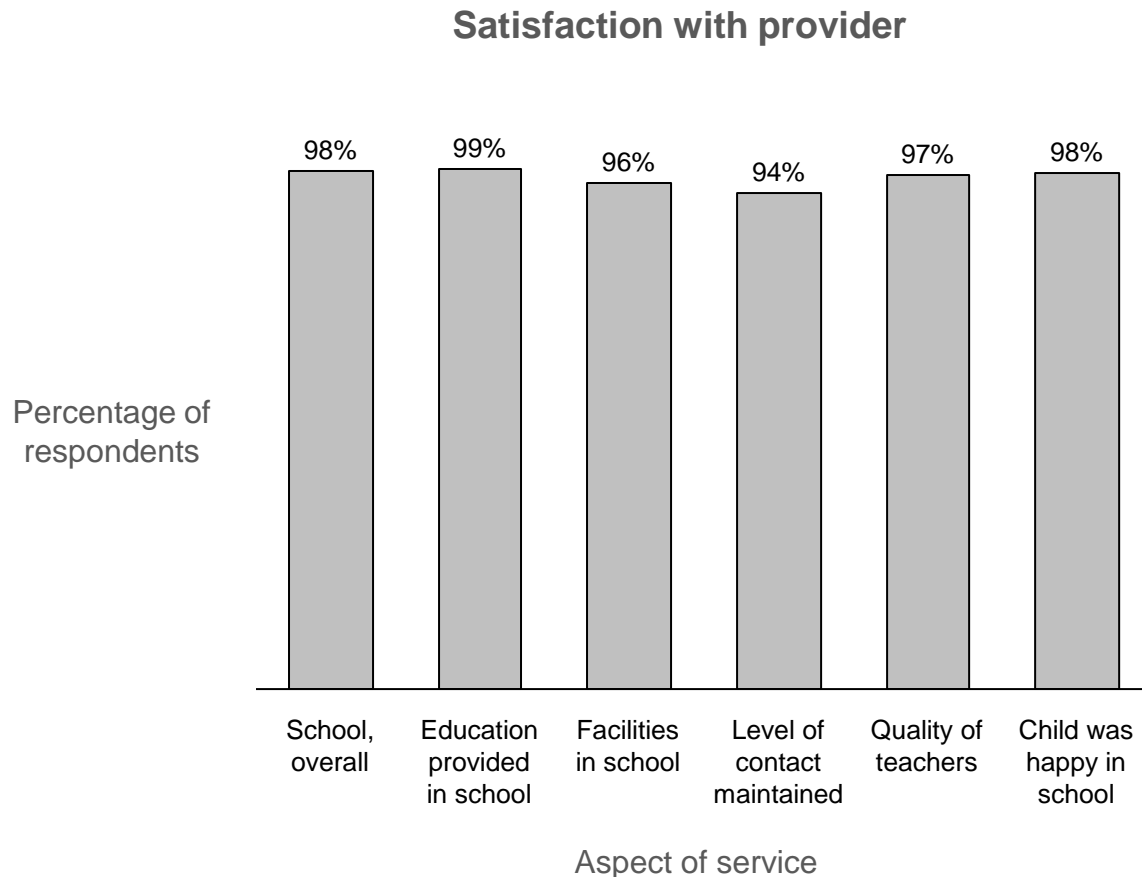
Response:



*"The **teacher** was removed after all the parents got together and complained"*

What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (6/7)

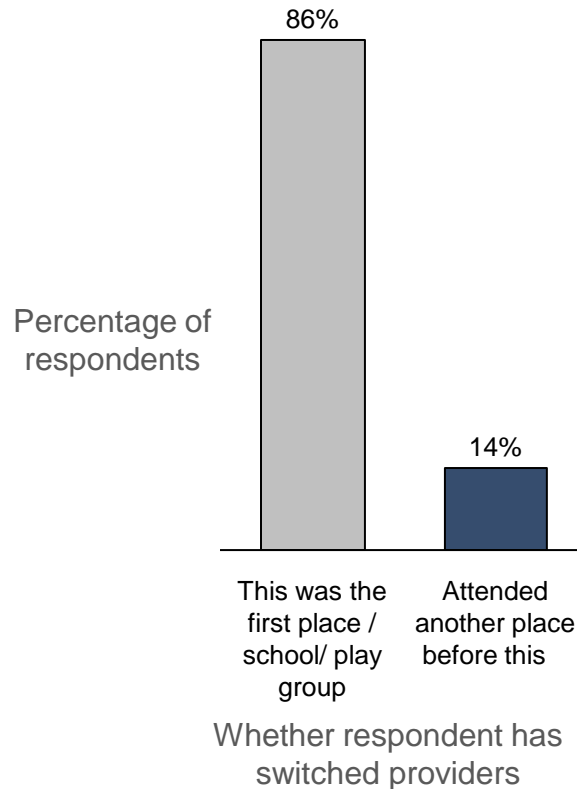
Parents are **overwhelmingly satisfied** with their ECE provider...



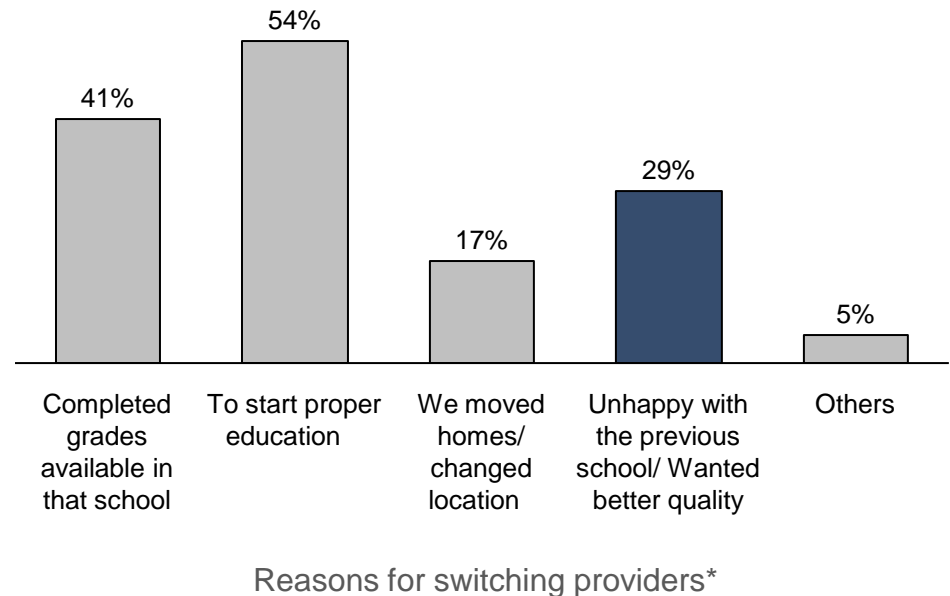
What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission? (7/7)

*...and **rarely switch providers** due to quality issues*

Only **14% of respondents** had **switched** ECE providers...



...of which only **29%** had done so because they were **dissatisfied**



Potential implications for the affordable ECE field

- 1 Managing parent expectations of academic progress:** Providers will have to balance parent expectations of traditional academic progress against 'good' ECE practices, and will need to account for the fact that existing operators are providing what parents are currently demanding
- 2 Selection of teachers and aayas:** Given what parents look for in teachers and aayas, recruitment will have to focus not only on formal qualifications but also on the softer characteristics that parents value
- 3 Difficult to assess quality once the child is attending:** Stakeholders can look to create impact by helping raise awareness amongst parents about the right indicators of quality and progress to lookout for, once the child is enrolled with an ECE provider
- 4 Lack of switching:** Parents rarely switch providers, which could represent a challenge for new providers entering a local market
- 5 Parents are very satisfied:** Providers and other stakeholders should account for the extremely high levels of satisfaction reported by parents

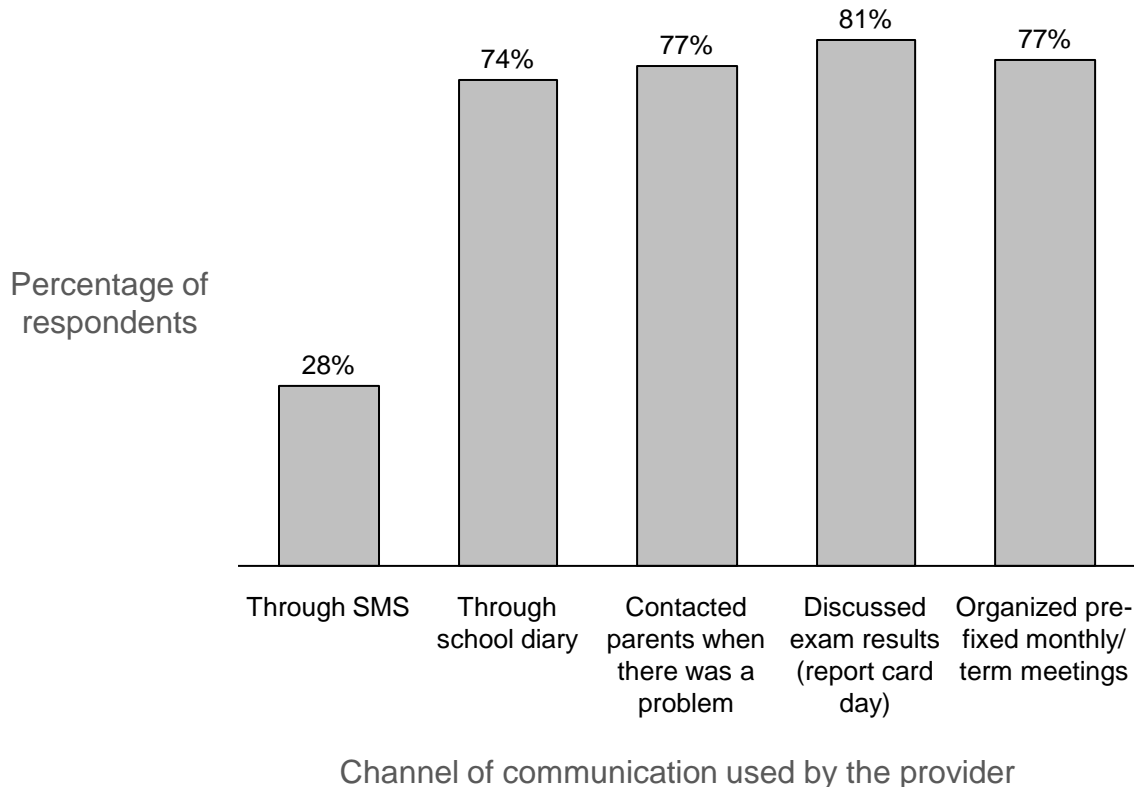
Key questions answered in our findings

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How are parents and providers engaging with each other? (1/5)

Providers communicate with parents using a variety of channels

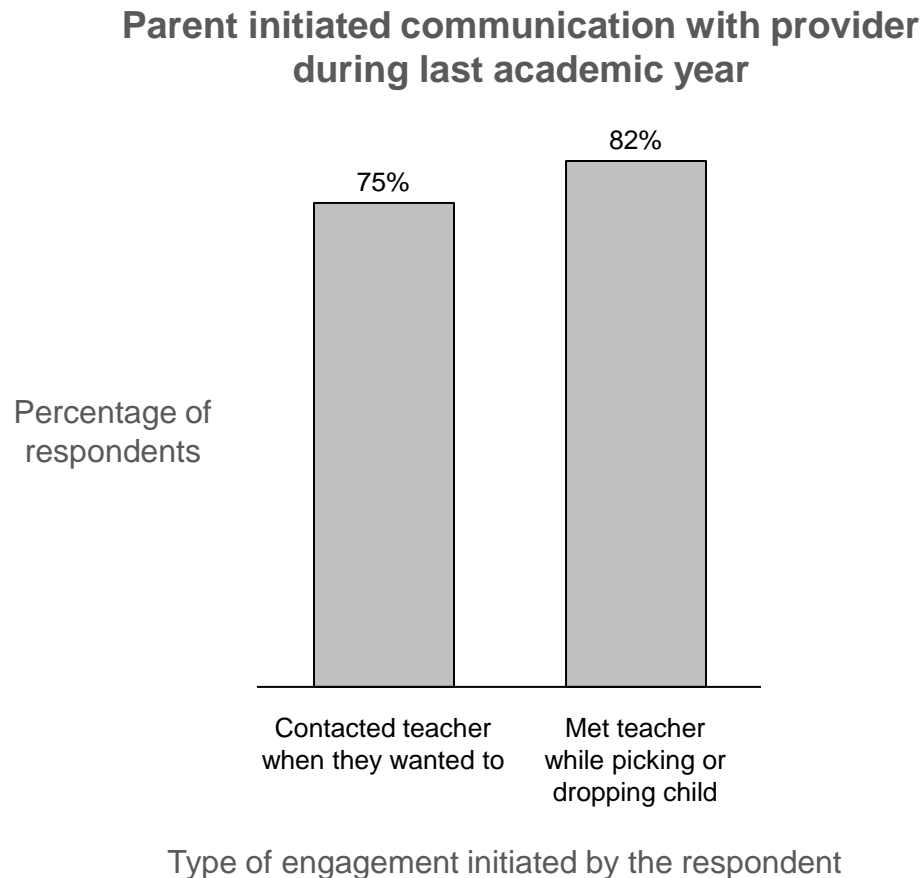
Provider initiated communication with parent during last academic year



- There is some variation by city in the prevalence of different channels of provider initiated communication
 - Only 4% of respondents in Kolkata receive SMSs, versus 68% in Hyderabad
 - Only 37% of respondents in Delhi reported the school communicating through a diary, versus 96% in Nagpur
- There is no significant variation in channel of communication by
 - Age of child
 - NCCS class / income bracket
 - Fees charged by the provider

How are parents and providers engaging with each other? (2/5)

Parents also initiate engagement with the provider



- The prevalence of these practices does not vary significantly by
 - Child's age
 - NCCS class / income bracket
- The frequency with which parents initiate contact also does not vary significantly by
 - Child's Age
 - NCCS class / income

How are parents and providers engaging with each other? (3/5)

The **quality of interactions might be low**, particularly among less educated parents, even though 94% of parents are satisfied with current levels of engagement



Underlying Drivers

Parents' Beliefs

- Parents believe the **provider only has limited expectations** of them:
 - Regularly attend PTMs
 - Oversee the child's homework
 - Participate in school functions
- Parents believe the **provider would contact them** if there was a problem and/or if the child was not performing well
 - No word from provider is a sign that all is well

Lack of confidence

- Some parents seem to lack the confidence to talk to teachers and engage with school management because:
 - Parents could not speak English
 - Parents felt they were not educated enough to ask questions of teachers

How are parents and providers engaging with each other? (4/5)

Snapshot*: A Pune mother's perspective on engaging with the provider



Name: Seema Barwe
NCCS class: C2
Education: Completed grade 5
CWE Occupation: Skilled mason
Children: 2 girls, aged 3 and 8

Q: How often do you interact with the teachers at your daughter's school?

*"There is nothing fixed. I only visit the school **when they require me** to come for a meeting."*

Q: Do you feel it would be useful to interact with teachers everyday?

*"**The teachers would get annoyed** if I spoke to them everyday. Moreover, the **school will let me know if there is a problem** and they need to speak to me."*

Q: Have you asked the teachers what their educational qualifications are?

*"How can I ask teachers about their educational qualifications, when **I don't even speak English?**"*

How are parents and providers engaging with each other? (5/5)

Parents are willing to **attend parenting classes** if it can equip them **to better support their child academically and intellectually**

What we found when we asked parents about attending a parenting class which charged a fee:

Who would attend	What parents want	Willingness to pay
<ul style="list-style-type: none">• Attending the class is primarily seen to be the stay-at-home mother's role<ul style="list-style-type: none">– The father's role is restricted to paying the fee	<ul style="list-style-type: none">• Parents are more interested in helping their child become 'smarter', rather than a class on 'child development'<ul style="list-style-type: none">– How to help their child with homework– How to reinforce what the child is taught at school– Develop their own English skills so they can converse with the child	<ul style="list-style-type: none">• Some parents say they are willing to pay up to INR 3,000 for a 3-month parenting class consisting of a 2 hour class every week<ul style="list-style-type: none">– Some parents felt they could not afford this fee, but would have liked to join if it were free

"My husband doesn't have time, it is easier for me to go"

-Mother of a 4-year-old girl, Kolkata

"The projects given by the school are very difficult. If I knew how to do them, I would not have to send him for tuitions"

-Mother of a 4-year-old boy, Mumbai

Potential implications for the affordable ECE field

- 1 Parents' lack of confidence:** Activities focused on parent engagement will have to attempt to empower parents such that they feel able, and willing, to participate in their child's ECE
- 2 Engaging with ECE provider seen as mother's role:** Activities focused on parent engagement will have to be tailored towards mothers, as they are more likely to be involved with the child's ECE
- 3 Time constraints of parents:** Parents, including stay at home mothers, will need to see clear value in their engagement with the provider, in order to make time for it
- 4 Parents' interest in improving parenting :** Stakeholders could leverage parents' interest in improving how they support their child academically and intellectually

Key questions answered in our findings

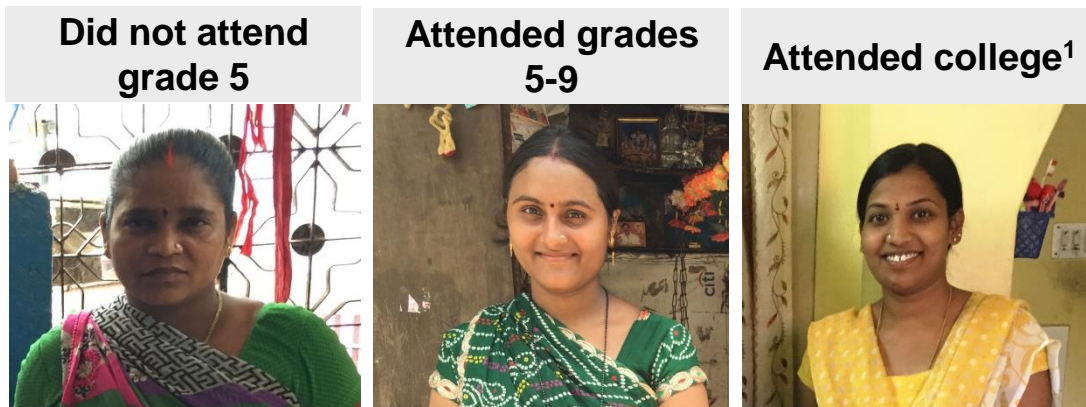
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Could households with better educated mothers be early adopters of 'good' ECE practices? (1/2)

Does home environment vary with mother's education?



In households with better educated mothers, the primary caregiver tends to:



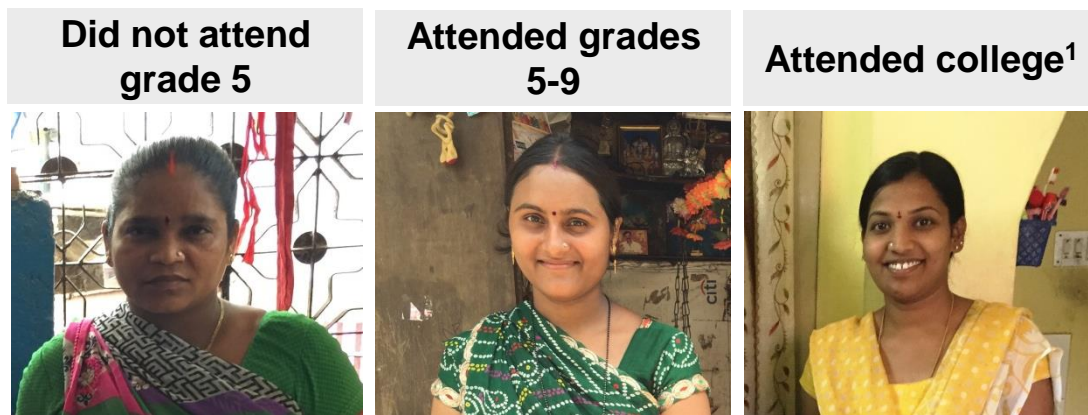
<i>Spend more time interacting with the child</i>	Playing*	41 mins	44 mins	57 mins
	Reading*	36 mins	45 mins	61 mins
	Talking*	56 mins	58 mins	77 mins
<i>Be more positive about the benefits of play and allow their child more time to play</i>	Believes outdoor play is beneficial**	65%	77%	78%
	Time spent by child on outdoor play*	47 mins	56 mins	63 mins
	Believes indoor play is beneficial**	47%	53%	49%
	Time spent by child on indoor play*	95 mins	103 mins	120 mins

Could households with better educated mothers be early adopters of 'good' ECE practices? (2/2)

Does ECE behavior vary with mother's education?



In households with better educated mothers, the primary caregiver tends to:



		Did not attend grade 5	Attended grades 5-9	Attended college ¹
Be a little <i>less</i> focused on <i>academics</i>	Believes it is very important to get homework everyday*	81%	84%	73%
	Child was given homework everyday	92%	93%	85%
	Child attends tuitions	37%	33%	17%
Have <i>similar</i> information gathering behavior	Are 'Followers' i.e. visited 1-2 providers before selecting one	83%	82%	83%
Have <i>similar</i> frequency of interactions with providers	Frequency of parent initiated contact in a month	7.5	8.0	7.9

¹ May or may not have graduated. *Percentage of respondents. Source: FSG primary customer research using 2,010 main interviews. [See appendix](#) for underlying data. Photo: FSG customer research

Unexpected findings (1/2)



Preference for attached providers: Parents have a strong preference for an ECE provider that is attached to a grade school



The distinction between pre-KG and KG: Parents view pre-KG as quite distinct from KG, and see it as being relatively less important for the future academic success of their child



The nature of 'donations' / admission fees: Admission fees for providers offering higher grades can be very high (up to INR 10k in some cases) and are often a negotiated amount



Prevalence of homework and tests: Parents desire to have homework and tests so that the child can excel in academics, and parents can track their progress, even during ECE years



Prevalence of tuition: Many parents send their ECE aged children for regular tuition classes

Unexpected findings (2/2)



Preference for proximity: The catchment area for an ECE provider may be as small as within 10-15 minutes walking distance



Parent satisfaction: Parents are overwhelmingly satisfied with their current ECE provider



Assessment of teachers based on feedback from the child: This is often a more important signal of quality for parents, relative even to teacher qualification



Importance of 'aayas': Parents care about the quality of the aayas, and whether they will take good care of the children



Parents' lack of confidence: Parents' lack confidence in their ability to support the child at home or engage with the child's ECE provider

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 - 5 Introduction to PIPE and FSG Inclusive Markets**
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Overview of FSG Inclusive Markets (IM)

Mission	To improve opportunities, agency, and choice for families with low-income by working with companies to serve families as customers (and not with non-profits to serve them as beneficiaries)
Vision	To demonstrate profitability of offering inclusive products, services, or practices (e.g., housing, education, employment) that benefit families with low-income
Approach	<ul style="list-style-type: none">• Run multiyear programs to address barriers that prevent companies from offering inclusive products, services or practices• Talk to thousands of families to understand their needs, aspirations, and challenges• Talk to hundreds of CXOs and managers to understand their business, ecosystem, regulatory and operational challenges• Co-create, pilot and rollout solutions with companies to address barriers and profitably scale inclusive products, services, or practices• Publish and disseminate public goods (e.g., primary research, best practices, business model) to get more companies to offer the product, service or practice• Address ecosystem barriers (e.g., policy suggestions) to make the market more conducive

Overview of PIPE



Replacing rote¹ with activity based learning² in affordable private schools³ 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 schools⁴
- 86% of families with low-incomes in urban India send their children to affordable private schools (APSSs)⁵
- 54% of children in South Asia are enrolled in private schools for pre-primary education⁶

Current learning outcomes are poor due to rote teaching

- 35% of Grade 10 students can read at Grade 4 level⁷
- 84% of Grade 1 students can't read at grade level⁸
- Most private preschools follow mainly rote teaching with no age appropriate activities⁹

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 later¹⁰
- Children learn best using activity based learning (ABL) in the early years (ages 3-8)¹¹
- Intervening in the early years gives the highest return on investments¹²

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

APS administrators, teachers and parents are not demanding ABL

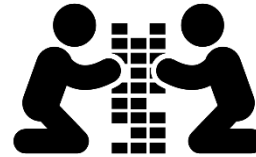
- Limited awareness of poor learning outcomes in children
- Limited awareness on the benefits of ABL
- Current rote memorization technique meets parents' demands

Solution providers¹ 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 stakeholders¹

Goal by 2025

A Scale supply: 3 ABL solution providers serving >500 APSs each

B Improve quality: 50% better learning outcomes across all skills²

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: 1,000+ 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

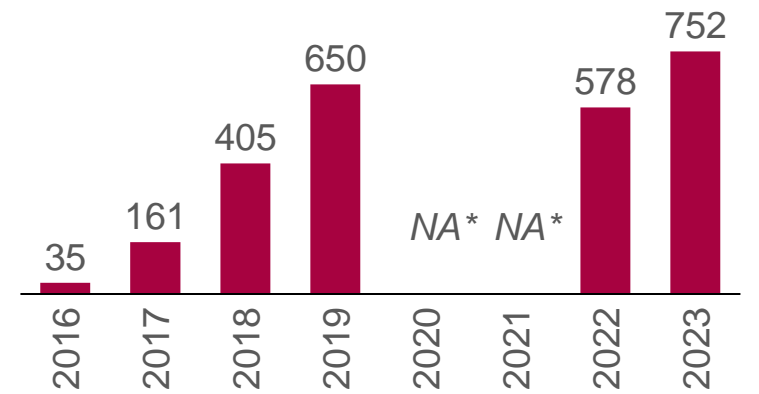
- Identified, convinced and **signed-up 8 partners** to the serve the APS market
- Developed a **profitable business model** for the APS market
- Identified barriers and developed 23 best practices across 4 business functions** (i.e. product, sales, implementation and management) to support partners 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 2nd 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 solutions¹



*as schools were closed due to COVID-19²

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 each of 10 cities
 Assess outcomes: Track outcomes, best practices, tools, and aspirations of families with 100 organizations annually

Goal

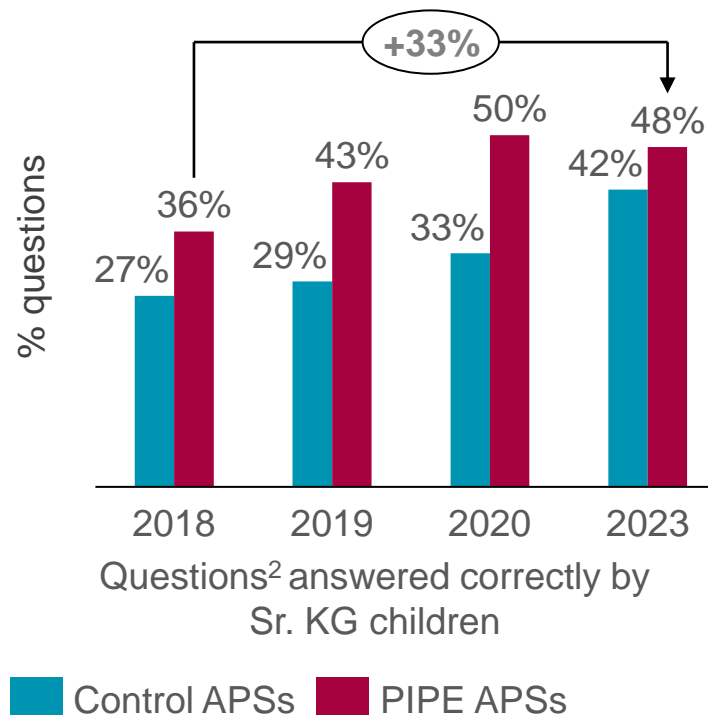
50% better learning outcomes across each skill

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 date¹

33% improvement Since 2018



PIPE could not conduct assessments in AY 2020-21 and AY 2021-22 as schools were shut due to COVID-19

¹-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) | ²- 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 | 104

C Shape demand: Created and disseminated collateral to educate parents on the benefits of ABL

Scale supply: 1 ABL module per month serving 1000 APSs each
 Improve quality: 10% better learning outcomes across all ABLs
 Shape demand: Promote demand supply to 10% of APSs adopting ABL in one tier-1 city
 Scale assessment: 1000+ parents, 1000+ teachers, 1000+ students annually

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

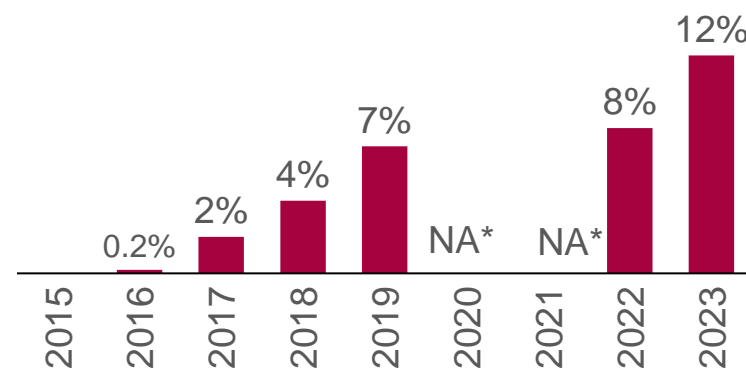
Impact to date

Disseminated parent engagement videos to 100K+ parents



www.ratta-ya-samajh.com

% of APSs in Bangalore adopting ABL¹



*as schools were closed due to COVID-19²

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

Scale supply: 1 ABL solution providers serving ~100 APSs each
Improve quality: 10% better learning outcomes across all ABLs
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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Technical notes on interpreting the quantitative data (1/5)

	Listing interviews	Main interviews
Main objective	<ul style="list-style-type: none">• Primary aim was sizing the market for ECE accessed by mid to low-income customers• Intended to be brief interviews• Conducted with a large sample of 4,299 households from our target NCCS classes across the 8 cities	<ul style="list-style-type: none">• Primary aim of was to test hypotheses about the behaviors and drivers of behavior of parents in the affordable ECE market• Intended to be more elaborate interviews, to elicit a more in-depth understanding of the customer• Conducted with a smaller sample of 2,010 households taken from among those households that were listed
Information collected*	<ul style="list-style-type: none">• Main data<ul style="list-style-type: none">– Prevalence of ECE– Fee paid• Additional data<ul style="list-style-type: none">– Key questions on the type of ECE being accessed by customers– Classification data (income, occupation, demographic details)	<ul style="list-style-type: none">• Main data<ul style="list-style-type: none">– Home learning environment– Beliefs around early childhood education and development– Purchasing behavior– Expectations and monitoring behavior– Nature of engagement with provider

*See following slides for full questionnaire

Technical notes on interpreting the quantitative data (2/5)

Target household

Listing interviews

- Conducted with households that
 - Fall **between A3 and D1** as per the New Consumer Classification System (NCCS)
 - And, Have at least one child who has **completed 2nd birthday** but **not reached 6th birthday**
- Rationale:
 - Limit sample to the target group for PIPE

Main interviews

- Conducted with **households from listing interviews** who fulfilled the following 3 additional criteria:
 - Had at least one child who had **completed 3rd birthday**, but **not reached 6th birthday**
 - And, the child had **accessed ECE** for at least **8 months**
 - And, the monthly ECE fee for the child was **between INR 300 and 1,200**
- Rationale:
 - Ensure that respondents had some experience as customers of an ECE provider, in order to get richer data
 - Focus research on households who access private providers and are likely to be able to pay the minimum fees required to deliver 'good' ECE

Technical notes on interpreting the quantitative data (3/5)

Sampling technique used

Listing interviews

- The market research team was given targets for the number of households that must be listed from each NCCS class, in line with the IRS 2014 data, in order to create a **self-weighted sample**
- Neighborhoods were selected in a random manner from a list which excluded 'outlier' neighborhoods which the market research agency identified as either the wealthiest or poorest neighborhoods in the city
- Using census data for these localities, the market research team identified 50 starting addresses using **systematic, circular random sampling methods**
- Starting from the first household thus identified, the team conducted a listing interview with 10 households around each starting address

Main interviews

- The market research team conducted main interviews with eligible respondents from listing interviews
- As the team was given a target to conduct at least 2,000 main interviews, they conducted an additional 179 (booster) listing interviews, in order to get enough eligible respondents to meet this target
- A further 120 booster listing interviews were conducted to ensure that the sample of NCCS C2s and D1s was large enough in all cities for market sizing purposes

Technical notes on interpreting the quantitative data (4/5)

Common to Listing and Main interviews

- The survey was conducted in the months of June and July
 - During this period, children attending ECE were either in academic year 2015-16, or between their summer break, having completed academic year 2014-15
- For consistency, whenever age of children has been reported, this relates to the **start of the academic year** for which the data was collected

Listing interviews

- Data was captured for current and previous academic year, where possible
- Data reported from listing interviews always refers to **current academic year**, with one exception – school fees being paid
 - Rationale: Qualitative interviews and field testing revealed that parents were often unaware of the fees they would be paying for the current academic year, which had either just begun or was about to begin at the time of the survey

Main interviews

- Data was captured for the previous academic year
- Data reported in the main interviews always refers to the **last academic year**

Reference
period for
the survey

Technical notes on interpreting the quantitative data (5/5)

Statistical methods applied

Listing interviews

- The need for weighting the sample by NCCS class was annulled by ensuring that the proportions of each NCCS class in the listing sample were equal to their proportions in the population
- However, the sample has been weighted by age in some cases, to account for the unequal numbers of children in each age group in our sample, and these are indicated when reporting out the data

Common to Listing and Main interviews

- All average figures reported are **trimmed averages**, i.e. where the top and bottom 5% of values have been eliminated before averaging the data

Methodology for sizing the market (1/4)

Objective:

- **Size the market** for ECE accessed by mid and low-income customers in cities with 1million+ population

Definitions:

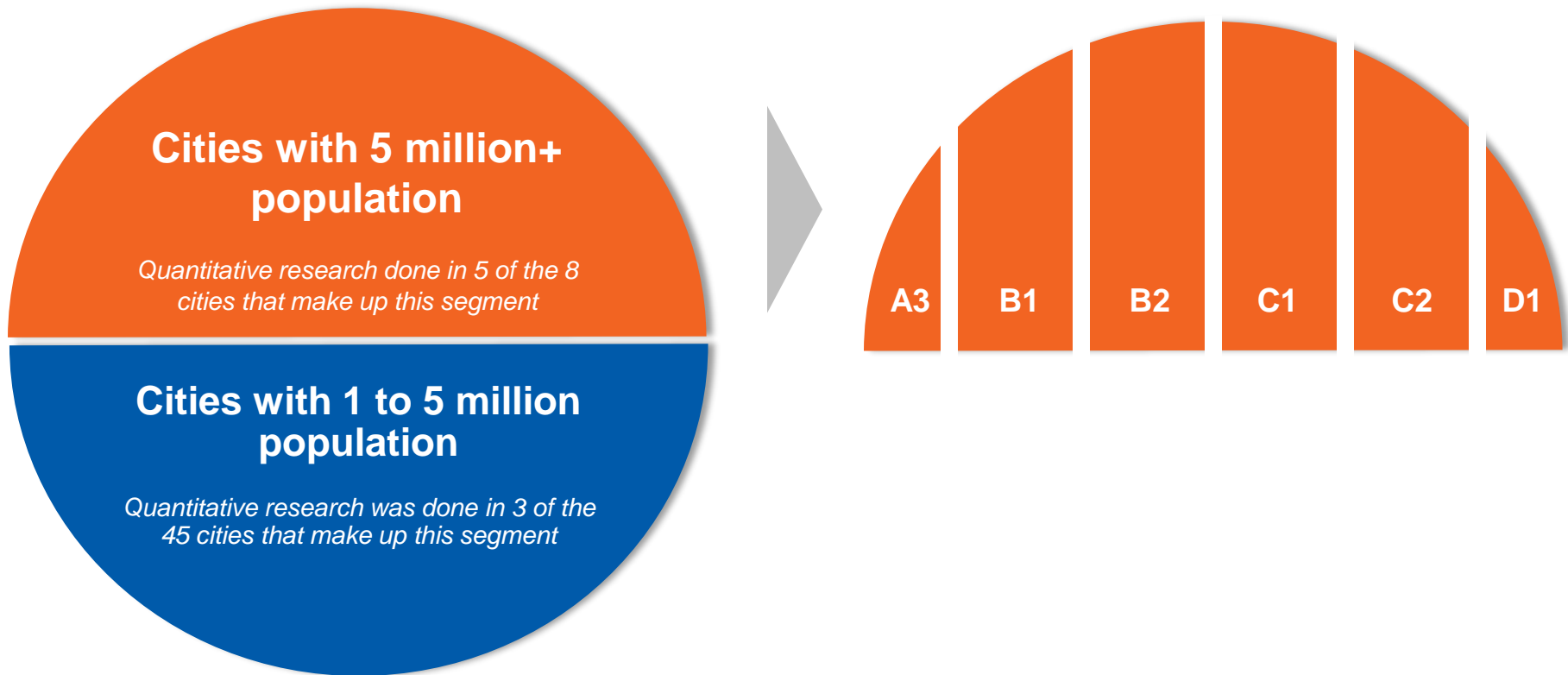
- For the purpose of market sizing, **ECE** is defined as the formal education centers that parents send their children to between the ages of 2 to 6 years*
 - This is different from how PIPE defines ECE, which is stated in the introduction to this document
- **Mid and low-income customers** are defined as those who belong to NCCS classes A3 to D1

Market segmentation:

- **By population strata**, the market has been segmented into
 - Cities with population of more than 5 million
 - Within our sample, Mumbai, Delhi, Kolkata, Hyderabad, Ahmedabad are the representative sample for this population strata
 - Cities with population of 1 to 5 million
 - Within our sample, Nagpur, Coimbatore, Rajkot are the representative sample for this population strata
- **Within each population strata**, by NCCS classes, the market has been segmented into NCCS A3 to D1

Methodology for sizing the market (2/4)

The market for affordable ECE can be segmented by **city size**, and within that by **NCCS**



$$\text{Market size for each segment} = \underbrace{(\text{Total number of 2 to 6 year old children})}_{\text{Source of data: Indian Readership Survey 2014, United Nations World Urbanization Prospects report 2014}} \times \underbrace{(\text{Proportion of children attending ECE}) \times (\text{Average ECE fee*})}_{\text{Source of data: FSG primary customer research using listing and main interviews}}$$

Methodology for sizing the market (3/4)

Driver of growth	Estimate
1. Inflation	6.54% from the Urban Education Index for July 2014 and 2015 published by the Ministry of Statistics and Programme Implementation, Government of India
2. Growth of urban ECE-age population	2.4% from the World Bank, using the 2014 Revision of United Nations World Urbanization Prospects report
3. Increase in prevalence of ECE	>0 % from FSG qualitative customer research which indicates that factors such as requirements by K-12 schools for children to attend ECE, and parents' desire to ensure their child is not 'left behind', are likely to increase ECE prevalence in the near term



9%+ p.a.

Methodology for sizing the market (4/4)

Mark-ups applied to arrive at final market size:

- **Fee multiplier:** Schools often have a complex fee structure, due to which the fee reported by parents in listing interviews was substantially lower than the fee they reported when asked in main interviews for a more in depth account of all payments made to the school in the previous academic year . This necessitates the use of a multiplier to arrive at an accurate estimate of total payments to the school.
- **Inflation:** Respondents in listing interviews were asked for information on school fee for the previous academic year. Therefore, this amount has been increased by the inflation (measured by CPI for education) as on July 2015

Estimating number of children in target segment

- Using IRS 2014 data, we obtained the number of children between the ages of 0-4 and 5-11, in our target segment
- Assuming a uniform distribution of children across all ages, we arrived at the number of children between 2-6 in our target group
- This number was inflated in line with the growth rate of urban population as estimated by the 2014 Revision of United Nations World Urbanization Prospects Report

Additional assumptions

- Each NCCS class within the two population stratas is broadly homogenous, in terms of its ECE behavior (prevalence of ECE and average ECE fee paid)
- All other factors affecting ECE behavior, such as number of children in the household of ECE-going age, are accurately captured in our sample

Methodology used to estimate the income distribution in our target cities

Objective:

Estimate the proportion of households in cities with 1million+ population that earn monthly income under INR 10,000

Data:

- From the FSG primary customer research data, we know that 40% of the target NCCS classes (A3 to D1) earn under INR 10,000 per month
- From IRS 2014 data, we know that these target NCCS classes constitute 70% of the overall population in cities with 1 million+ population
 - Higher NCCS classes (A3 and A2) constitute 20% of the population and lower NCCS classes (D2, E1, E2 and E3) constitute the remaining 10%

Methodology:

- We assume that the entire population in lower NCCS classes earn under INR 10,000 per month, and the entire population in higher NCCS classes earn over INR 10,000 per month
- Using the data above, along with this assumption, we estimate the proportion of households in the target cities that earn monthly income under INR 10,000 is 38%

Key questions asked in the listing interview (1/3)

Respondents is always a responsible adult of the house (not paid help)

- **Background of the respondent**

- How many members are there in this household, counting children and old people (eating from the same kitchen, excluding guests and servants)?
 - How many male and how many female members
 - Of the total, how many are between 2- 6 years of age? (i.e. their 2nd birthday has passed, and 6th birthday is still to come)

If none in the age band of 2- 6 years old, terminate interview

If at least one child 2- 6 years old, continue

- Establish SEC of the respondent
 - What is the highest level of education that the Chief Wage Earner of your household has attained
 - Durable items available in the household

Continue if SEC is A3, B1, B2, C1, C2 or D1

Terminate if SEC is A1, A2 or D2, E1, E2 or E3

- *You said there is a child aged 2-6 years old living in this house*

- Are you the parent of that child?

If no, ask to speak to the parent of the child – either mother or father

If neither parent available in the house, ask this adult:

- Are you a member of the family?

– If family member, ask: do you live here regularly with the family or are you just a visitor?

If respondent is neither the parent nor a family member living in the house (i.e., Is just a visitor), terminate interview

- *If not the parent, ask: Please tell me how you are related to this child?*

Key questions asked in the listing interview (2/3)

- Background of the 2-6 year old children in the house

- Could you please tell me the gender and date of birth of all the children in this household who are between 2-6 years old?
- Does this child/children (aged between 2-6 years) go to a school or pre-school at present?

If DK coded for all children in this age band, terminate interview

If No coded for any child/ all children in this age band, ask:

- Why is this child not being sent to pre-school?

- *If none of the children are going to pre-school, go to classification data.*
- *If only one child is going to school or pre-school, note name, gender and age below and continue*
- *If for more than one child going to pre-school, select a child at random (rotate gender from previous interview) and continue asking for the selected child*

- Details about the ECE provider being accessed by the selected child

- Name, gender and age of the selected
- What standard/ class/ year did the child go to before the summer vacations started?
- What were the fees to be paid at this school? *Write answer as mentioned by the respondent*
- What type of school did the child go to before the summer vacations started and/or is going to now when school starts?
 - Is it owned by a private party, government or NGO?
 - *If private coded for any child above, ask: Is it aided by the government?*
 - What class does this school go on up to? Up to what class can the child continue to study here?

Key questions asked in the listing interview (3/3)

- Classification Data

- I have a couple of questions about the selected child and his/her parents
 - Please tell me the child's mother's age?
 - Please tell me the child's father's age
 - What is the maximum level up to which the child's father has studied?
 - What is the maximum level up to which the child's mother has studied?
 - What is the occupation of the Father of the child
 - What is the occupation of the mother of the child
 - *If any occupation other than housewife mentioned for "mother", ask: Does the mother's work take her out of the house, whether regularly or sometimes?*
 - *If goes regularly every day either full day or half day, ask: From what time to what time, each day, does the mother go out for work?*
- Please take a look at this card and please tell me in which category the total monthly household income belongs to? Please include income from all sources, including the contribution of all earning members, plus any other income that might exist from rent, investments, etc.
- What is the language that the family mostly speaks in, at home?
- What is the religion that the family follows?
- Please tell me which group your family belongs to? (SC/ST/OBC/General)

- Selection Criteria for Main Interview

- Child is between 3-6 years of age
- Child should have completed at least 8 months of schooling at the school/ playgroup/ nursery/ pre-school
- Household SEC is within the given range
- Fees paid for school last year is between INR 300-1200/month

Key questions asked in the main interview (1/10)

Ensure you are talking to the parent of that child

- **Background of the respondent**

- Are you the mother/father of (name of selected child)?
 - Could you please tell me your age? And your spouse's age?
 - Could you please tell me your occupation? And your spouse's occupation?

- **Background of the respondent's children**

- Please tell me how many school going children you have, of your own (*Do not count other children if this is a joint family*)
 - Please tell me the age of each child
 - Gender of each
 - What is the fee being paid for this child's school, (not including cost of books and uniform)?
 - And this amount is for how many months?

- **Home environment**

- Talking of (name of selected child), please tell me:
 - Who is the person who mainly looks after him/her at home, who spends the most number of waking hours with him/her and looks after his/her food, play, studies, etc.? (*Single code below*)
 - And is there anyone else who also looks after him/her sometimes? (*Multiple codes*)
- How much time in a typical school day does the child spend in (1) outdoor play, (2) indoor play with other children, (3) indoor play by himself/herself with toys, books, etc., and (4) time spent with mobile, iPad, tablet, hand held gaming device, and other such devices? (*Please do not count time spent watching TV in this list*)

Key questions asked in the main interview (2/10)

- How many hours in a day do you yourself/ does the main caregiver herself/himself (1) play with this child (2) read to the child (3) main caregiver and talk with each other? (*Ask about main caregiver only*)
- For how many hours in a day does the child watch TV?
- In your view, (*Do not prompt*)
 - Is outdoor play beneficial for a child's development?
 - Is indoor play with toys (alone or with other children) beneficial for the child's development?
 - Is indoor play with mobile, tablets or other electronic devices beneficial for the child's development?

- Details about the provider being accessed

- You said that (name of selected child) was going to school before the summer vacation began
 - Please tell me the name of the school he /she went to before the summer vacation?
 - What was the start and end time of the school session?
 - How many children were there in your child's class?
 - How many teachers were there in your child's class?
 - What was the medium/ teaching language
 - By what mode of travel did the child go to school most often?
 - How much time did it take for the child to reach school by this mode?
 - By what mode of travel did the child return from school most often?
 - How much time did it take for the child to return from school by this mode?

Key questions asked in the main interview (3/10)

- Details about previous ECE providers, if any

- Was this the first place that your child has attended, outside the home such as school or play group or anganwadi/ balwadi or had he/she gone to some place before this?

If this was the first place/school/play group go to 'Reasons for sending to ECE'

If attended another place before this then continue

- What was the name of the school or play group that (name of the child) went to right at the beginning?
 - In what class was he/she in at that time?
- And what was the name of the school or play group that (name of the child) went to after that?
 - In what class was he/she in at that time?

Ask until present school named

- For each place named above, ask
 - Was this a government or private place?
 - How much was the fee at this place, excluding books and uniform costs?
 - And this fee was for how many months?
 - For how many months did the child attend this school/playgroup?
 - From what age to what age did the child attend here?
- Why did you change the school from (Read first place coded above)? *(Do not prompt)*
 - And from there why did you change the school to (Read 2nd place coded above)?

- Reasons for sending to an ECE provider

- *Why did you think of sending the child to pre-school at that age? (Read the name of the first school & class noted)? If no school attended before this, ask for present school, age when child started schooling here (Unaided/Do not prompt) (Note first mentioned – single code)*
 - *Any other reason? (Multi codes)*

Key questions asked in the main interview (4/10)

Refer now to the school the child was attending before the summer vacation

- Reasons for choosing a particular ECE provider

- Why did you choose this school for the child (the one he/she was in till the summer vacation) and not any other? (*Unaided/do not prompt*) (*Note first mentioned – single code*)
 - Any other reason? (*Multi codes*)

- Information seeking behavior

- How did you hear about this school (*Multiple options permitted*) (*Do not prompt*)
 - And of these, which do you feel most influenced you to choose this school? (*Single code*)
- Please tell me if you did any of the following for any of the schools that you checked for your child (name selected child) before deciding on the school that the child attended before the summer vacation?
 - Did you visit the school – see it from outside and /or inside?
 - *If yes*: How many schools did you visit before deciding?
 - Did you meet the principal of the school?
 - *If yes*: at how many schools did you meet the principals before deciding?
 - Did you meet any of the teachers of the school?
 - *If yes*: at how many schools did you meet the teachers before deciding?
- Did you do anything additional to collect information about the school? Please tell me anything that you might have done?

Key questions asked in the main interview (5/10)

- Details of current provider and level of satisfaction

- I now need some information about the school that (name of child) went to before the start of the summer vacation
 - Is the school recognized by the government / government certified?
 - Have you ever seen the school from inside?
 - Is the classroom big enough for all students to move about freely
 - Is there an outdoor playground in the school?
 - Are there separate toilets for girls in the school?
 - Is there drinking water available for the children?
 - Are there toys for children to play with?
 - Is there a computer room in the school, even if for older children?
 - Does the school provide snacks or meals?
 - After UKG/HKG, does the school have 1st, 2nd, 3rd standards etc., for the child to continue studying?
 - *If yes:* How easy or difficult do you think it will be to get admission for the child into the school of your choice after he/she finishes UKG/HKG in the current school?
- I would like to ask you about your opinion on the school (attended before the summer vacation started)
 - Were you satisfied with the school, overall
 - Was your child learning well in this school?
 - Was your child happy in this school?
 - Were you satisfied with the facilities in the school?
 - Had the school ever called parents for a meeting/ talk/ seminar on child development in general?
 - Were you satisfied with the level of contact that the school and teachers maintain with you through different means?
 - Were you satisfied with the quality of teachers at the school?

Key questions asked in the main interview (6/10)

- Current practice and parental views on ECE related behavior
 - Some schools punish children for bad behavior, by hitting the palm with a ruler or making the child kneel down/ hold ears, etc.
 - Is this done at the school (name of child) went to before the summer vacation started?
 - What is your opinion about such punishment at school?
 - Did the school give homework to the child, either every day or sometimes?
 - For how many hours each day or (some days/ on weekends), did the child spend in doing homework?
 - In your view, how important is it for a school to give homework to do every day?
 - Why do you feel a pre-school must give homework to a child every day?
 - Did your child have tests or exams in this school, either regularly or sometimes? (*Code as mentioned; Do not prompt*)
 - In your view, how important is it for the school to give tests/ exams on a regular basis at the pre-school level?
 - What method did the school use to show how the child is performing in school – for example, did the children get ranks or grades or marks or something else?
 - In your view, how important is it to give ranks (such as this child came tenth in class or this child came 15th, etc.) to children at this age?
 - Did you send your child for extra tuition after school?
 - If yes: For what reason? *Code first mentioned under “main”, (Do not prompt)*
 - Any other reason? (*Code under others*) (*Multi code*)
 - Please give me some more details about these tuitions?
 - For how many months in the year did the child go for tuition?
 - For how many days in the week, during this time?
 - For how many hours each day did the tuition last?
 - How much fee did you pay for these tuition classes per month for this one child?

Key questions asked in the main interview (7/10)

- Fees paid to ECE provider

Now I have questions about how fees are paid and how much is paid for (Name of selected child). (If anything other than fees mentioned, say that you will be asking about that a little later)

- Some people have spoken of different types of fees (excluding books and uniform) being paid at different times – please think of all the times that you made any payment to the school. So think of last year and tell me how many times in a year did you pay any money (such as fees, term fees, annual fees, session fees, or any other type) to the school?
 - (See first mention) – You paid fees once in _____.
 - For what reason was that fee paid?
 - And how much money was paid?
 - (See second mention) – You paid fees once in _____.
 - For what reason was that fee paid?
 - And how much money was paid?

Ask for all fees mentioned

- Did the school have a fixed time when you had to pay fees or could you pay according to what suited you
- Were there other payments in addition to fees that are made to the school last year such as functions, meetings, sports day, annual day, school events or things like that?
 - For what occasions are fees paid during the year? *(Multiple codes)*
 - And how much did you pay for each occasion? *(Ask for each item coded)*
- Some schools ask for a one-time payment at the time of admission – this could be called a donation or an admission fee. It is a payment that is made but you do not get any items in return for it; and it is not asked for again, only at admission?
 - Did you pay some such admission fee or donation? *(Note that if respondent got something for it such as books or uniforms or school bag, that is not counted as admission fee)*
 - If yes: how much did you pay?

Key questions asked in the main interview (8/10)

- I have some questions about other costs of sending a child to school. Thinking of the last year, until the summer vacations started, please tell me:
 - Did you have a fixed method tied up for the child's transport on a monthly basis?
 - How much did you pay for transportation, each month?
 - Did you spend any money on uniforms?
 - How much did you spend last year on uniforms?
 - Did you spend any money for text books, note books?
 - How much did you spend last year?
- With regard to paying the school fees:
 - Have you ever been delayed in paying the school fees
 - Does the school levy a fine if any fees are delayed?
 - How much is the fine levied for delay? (*State as mentioned*)

- Engagement with the ECE provider

- I will read out a set of ways in which schools might interact with the parents. For each one, please tell me if this happened last year for (name of selected child)'s school.
 - On report card day/ discuss exam result
 - There were pre-fixed monthly / term meetings
 - School called parent when there was a problem or reason to call
- Please tell me if this happened last year? *If yes*: how often did this happen in a month?
 - Parents meet the teachers when they pick up or drop the child
 - School communicates through a school diary
 - School sends messages over the mobile phone
 - Parent contacts the teacher when he/she wants to

Key questions asked in the main interview (9/10)

- Activity: Factors considered while choosing an ECE provider
 - Please take a look at this card. On it are listed some factors that people keep in mind when choosing a school for their small children aged less than 6 years
 - From this list, please pick out the ones that you think are not important.
 - Of the remaining, can you pick 5 factors that you think are important?
 - Whether it is close to my home
 - Attended by children of families known to me/ Neighbors
 - Total cost of sending the child is affordable
 - Whether the teachers are nice
 - Whether the teachers have the required formal qualifications
 - Whether there is space for outdoor play
 - Whether there are toys for children to play indoors
 - Child should be taught to recite and count
 - Child should be taught to stay quiet
 - Easy interaction between child and teacher
 - Reputation of the school / prestige
 - Pre-school being attached to a regular school
 - Whether teaching is in English medium
 - Whether school provides snacks, meals
 - Child being prepared for primary school entrance test
 - School coaches parents on child development
 - School listens to parents suggestions
 - School provides religious education for our religion

Key questions asked in the main interview (10/10)

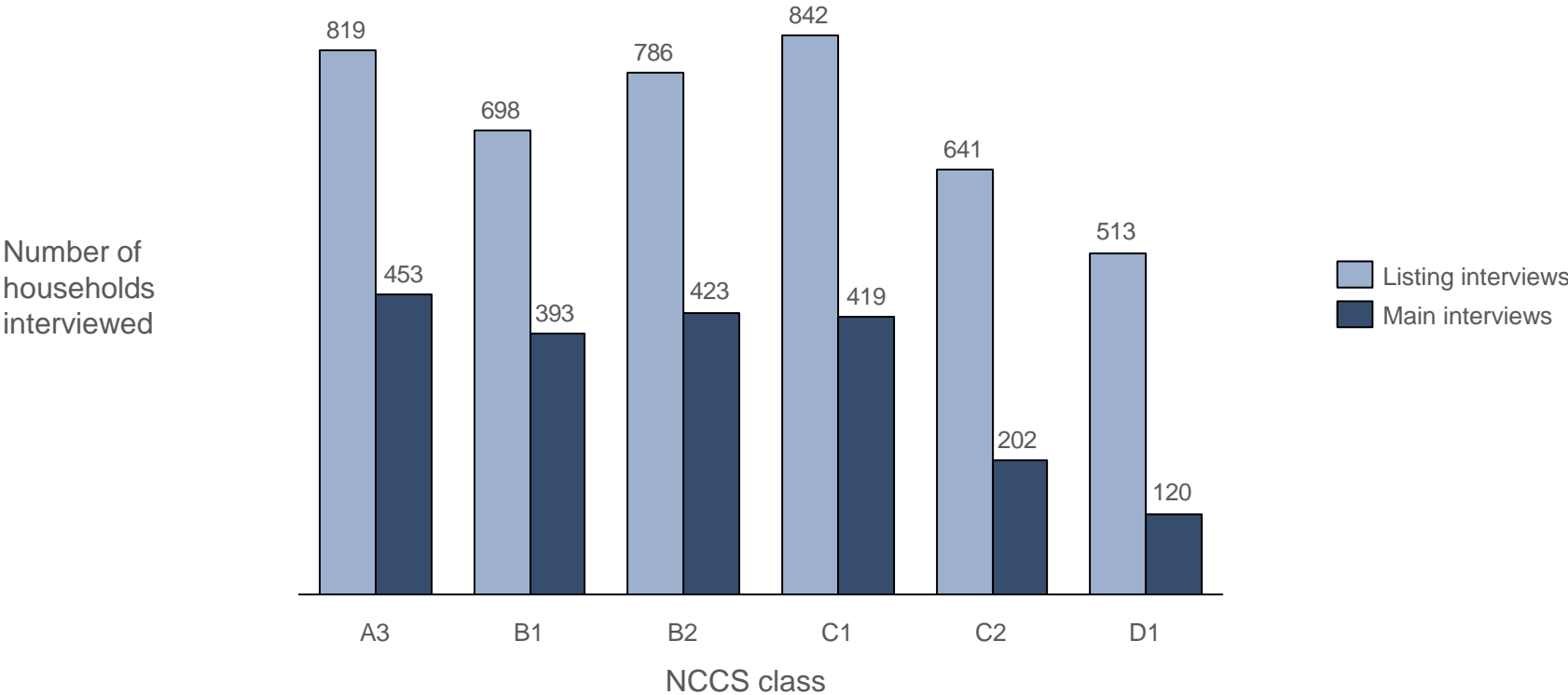
- Opinion of different types of schools

- Finally, I wanted your views on the following:

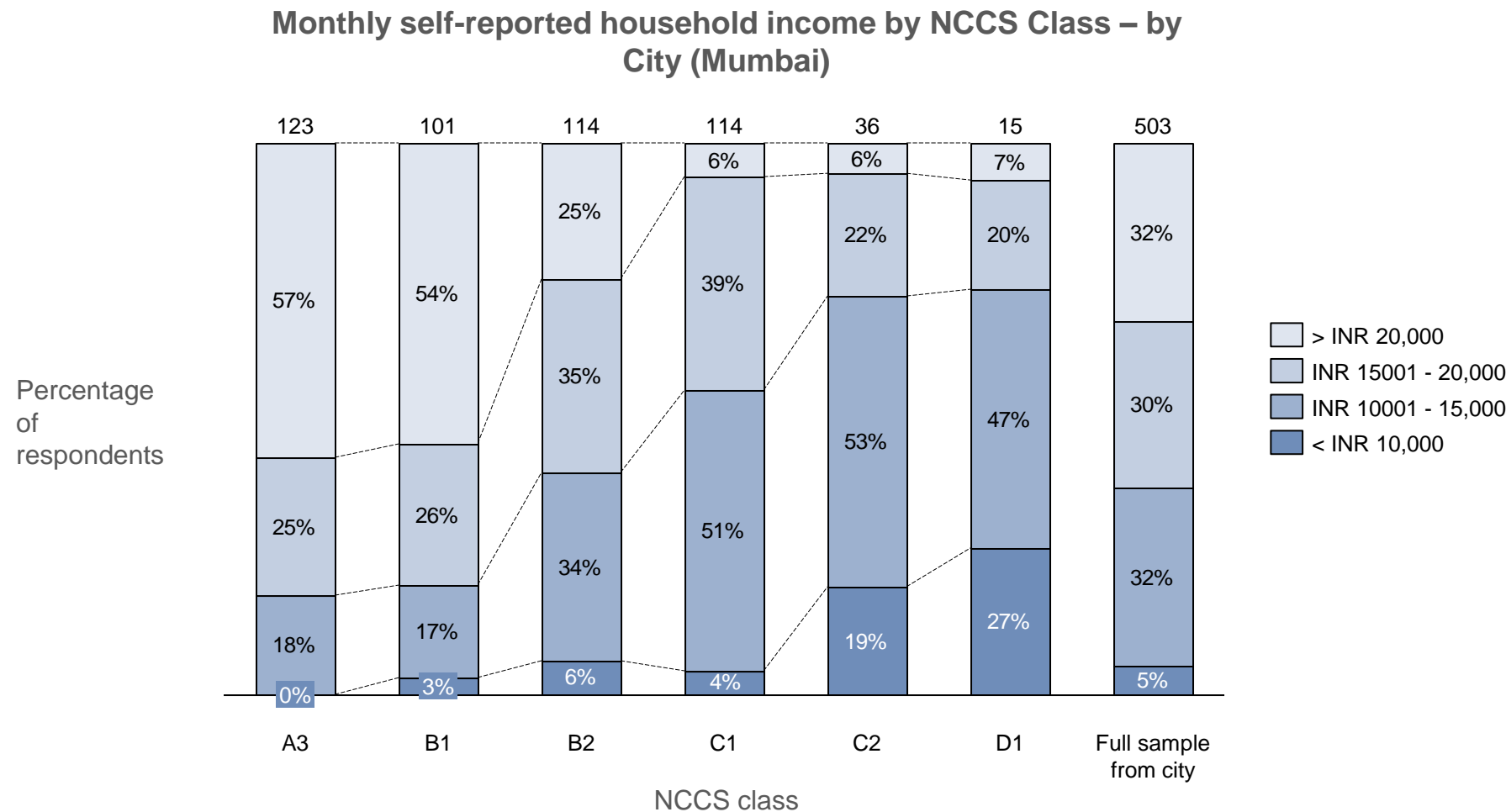
- How good or bad, in your view, is the quality of a government pre-school, usually?
 - If a school has high fees, will it be of a good quality?
 - If a school has low fees, will it be of a poor quality?
 - What is your opinion with regard to the quality of chain schools – i.e., schools that have many branches within the city or across different cities?

Scope of customer research

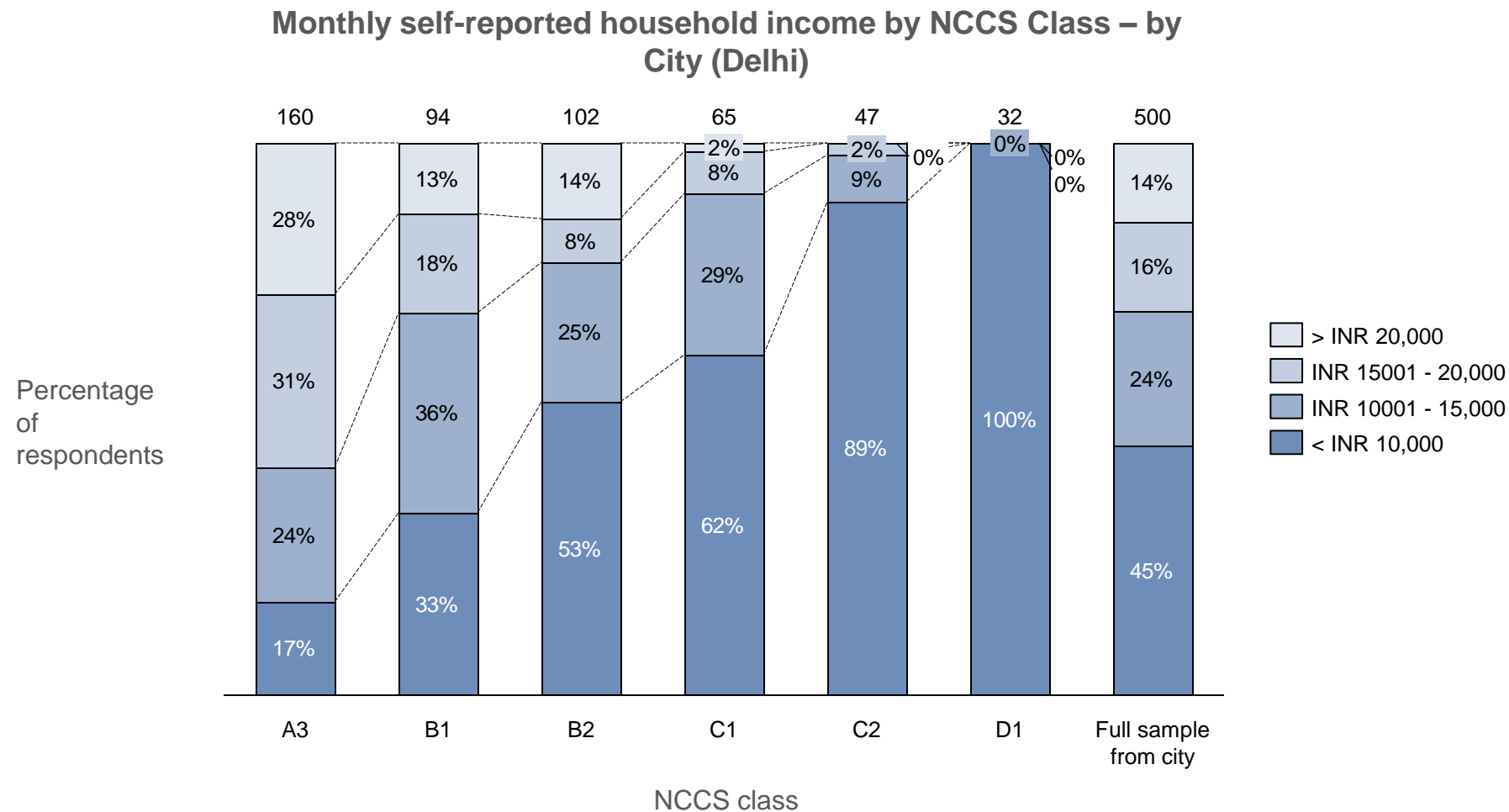
Number of households interviewed- by NCCS class



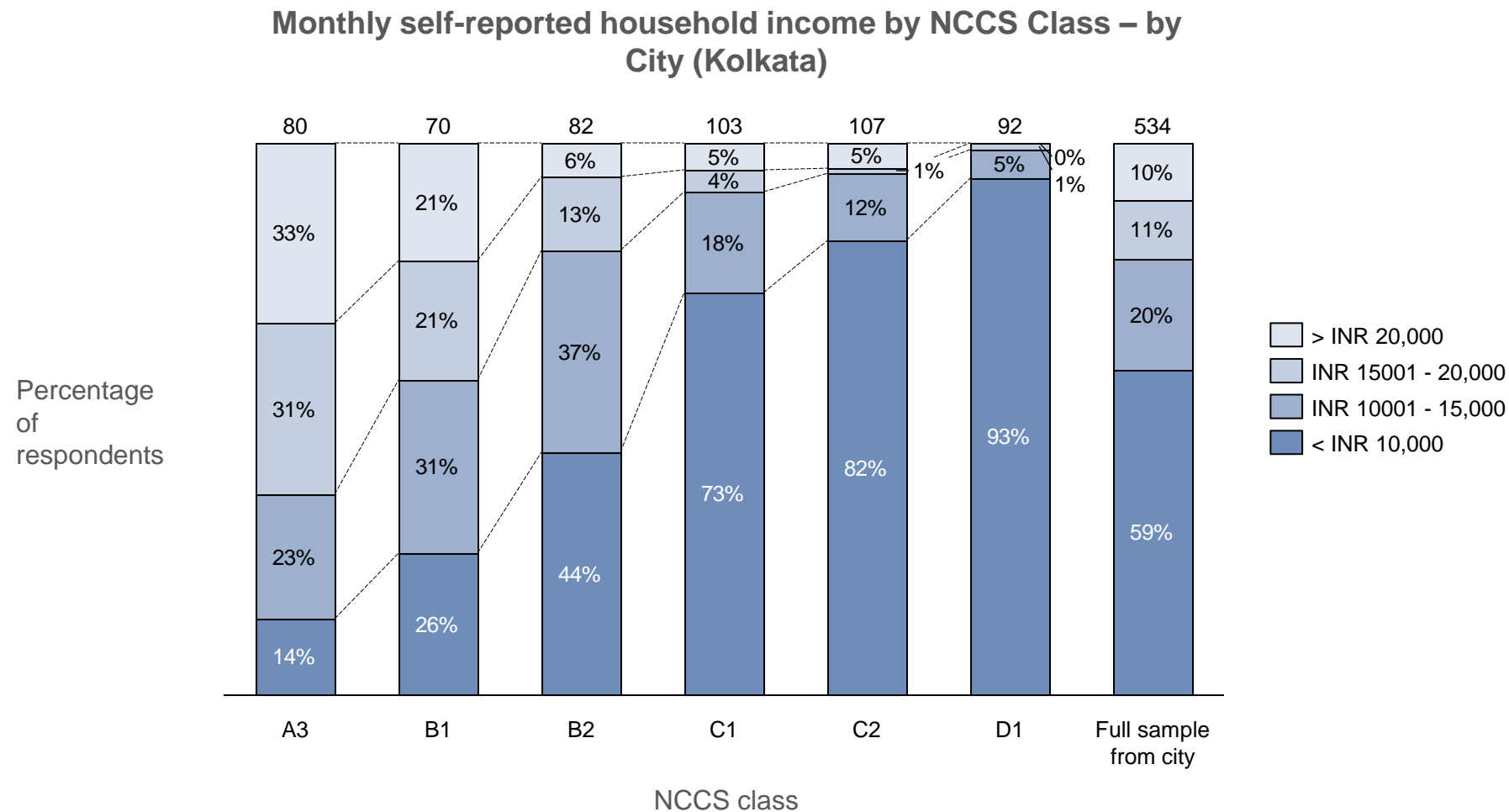
NCCS (New Consumer Classification System)



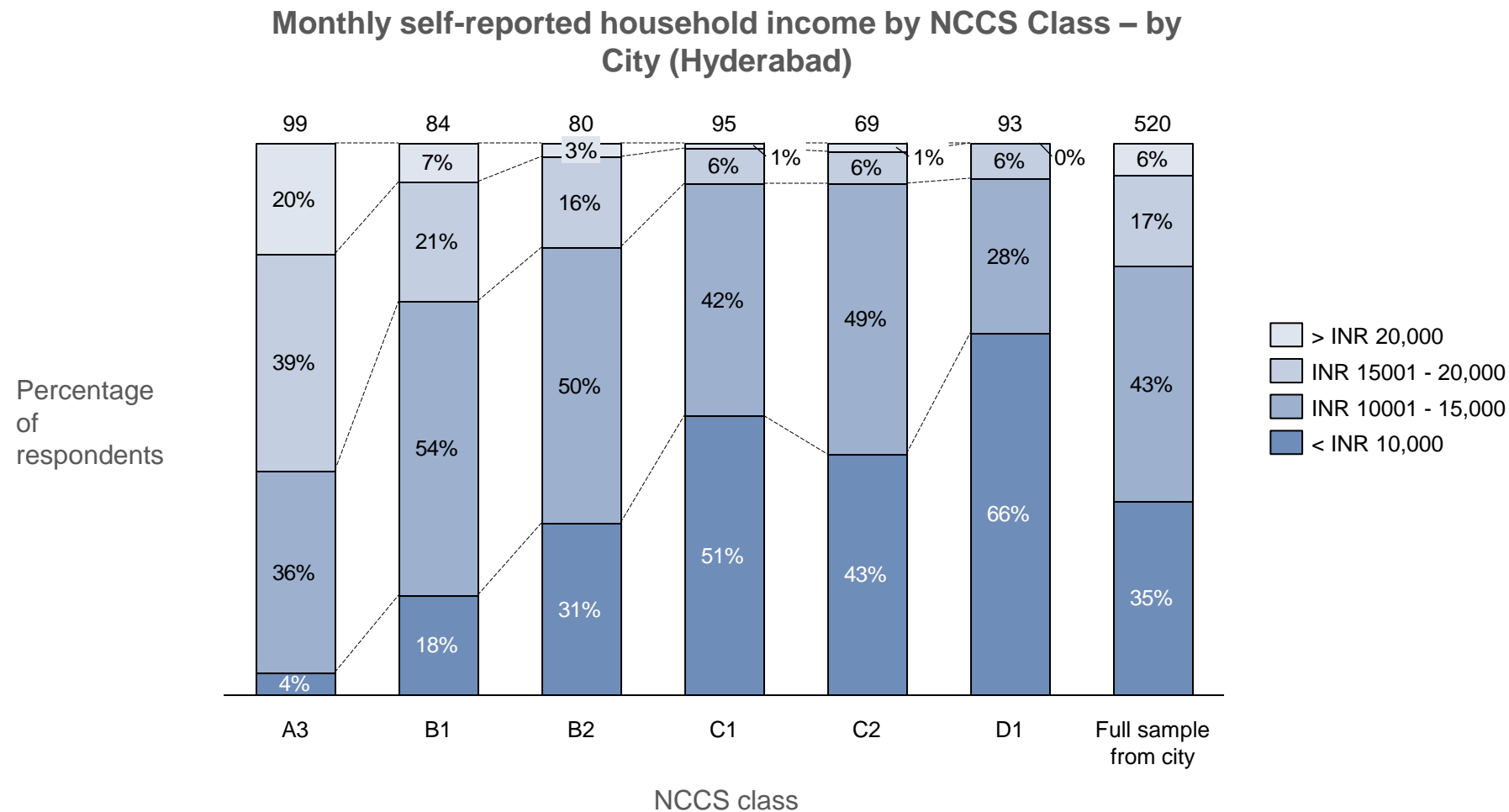
NCCS (New Consumer Classification System)



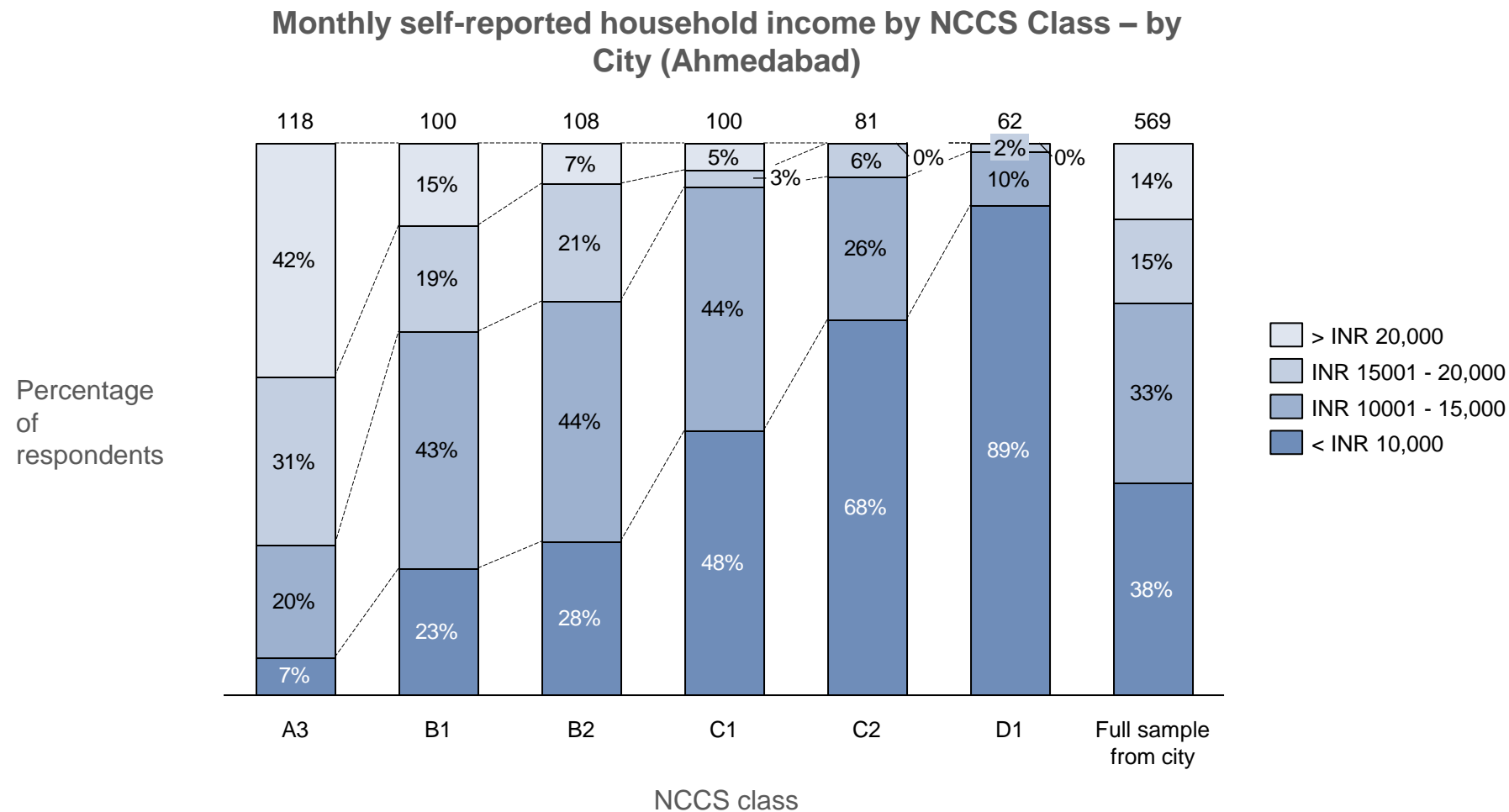
NCCS (New Consumer Classification System)



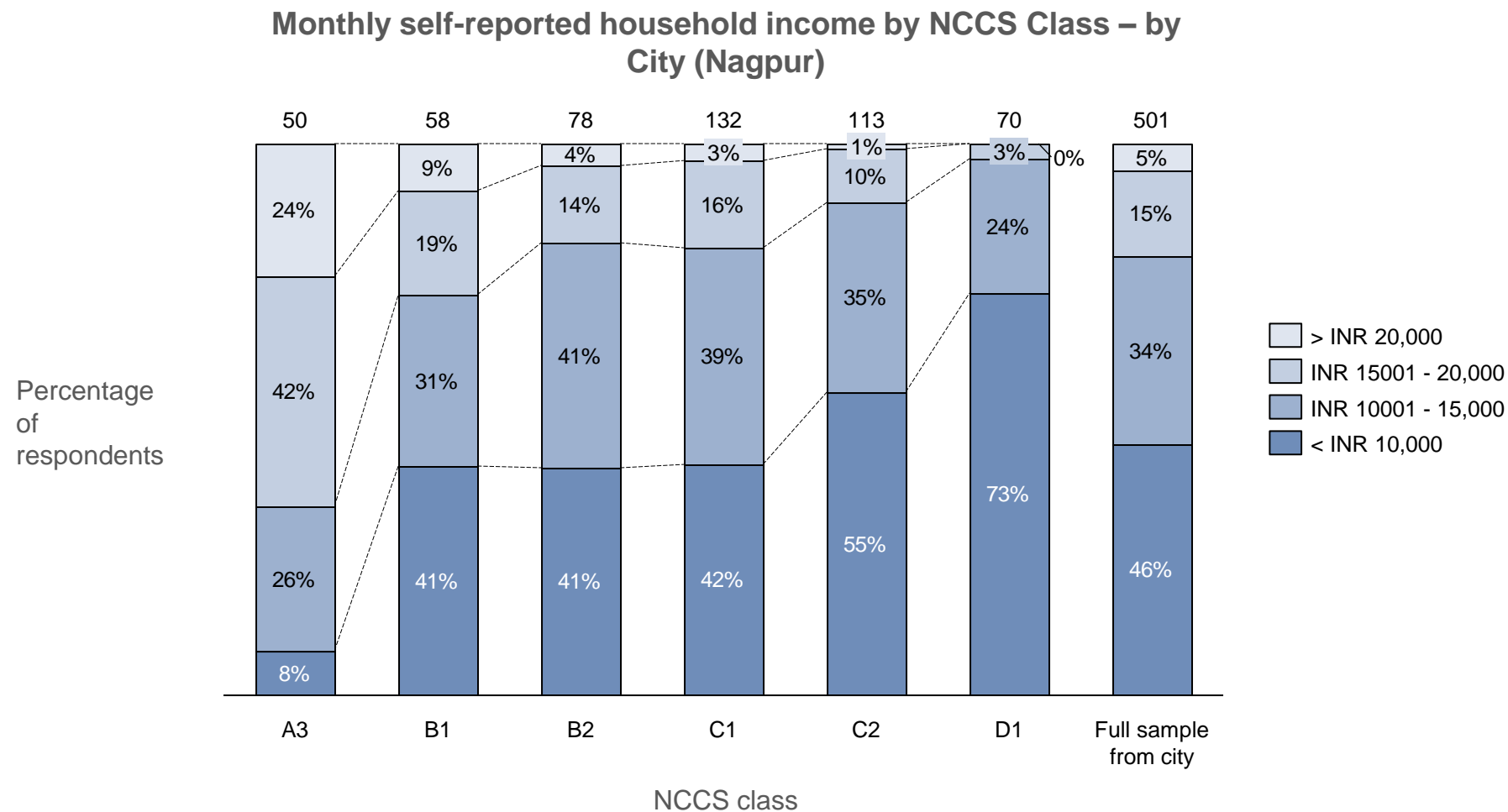
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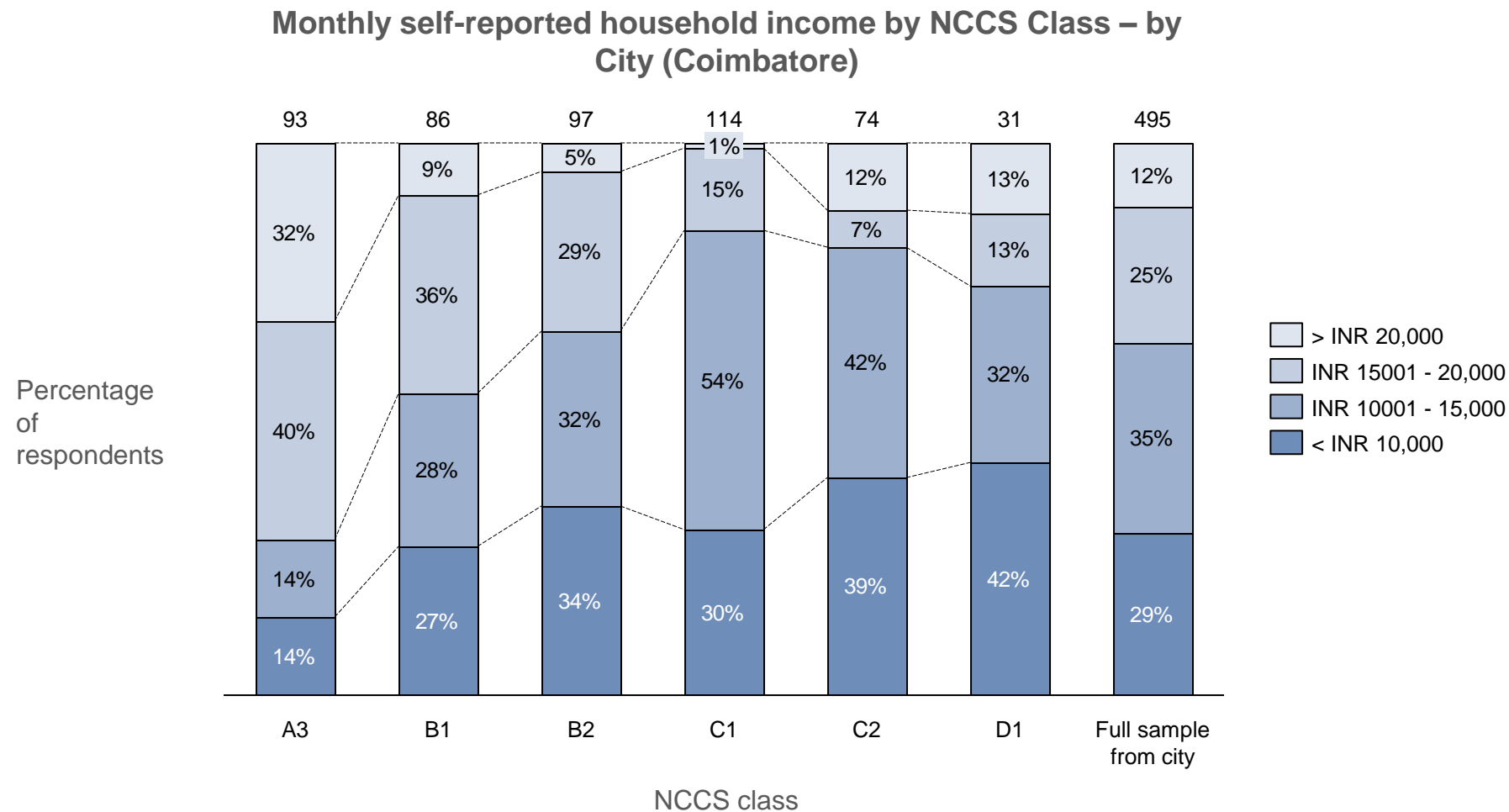
NCCS (New Consumer Classification System)



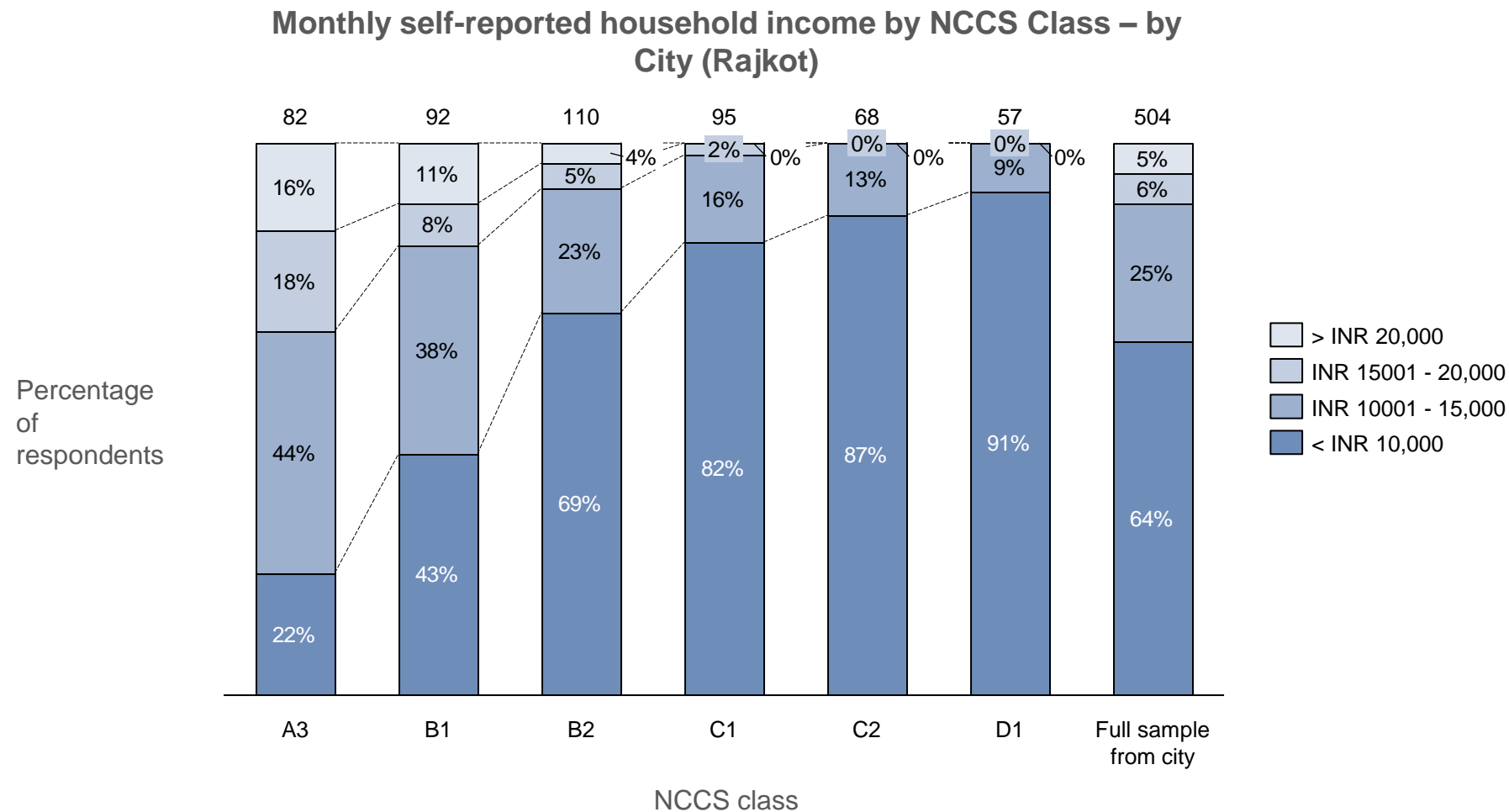
NCCS (New Consumer Classification System)



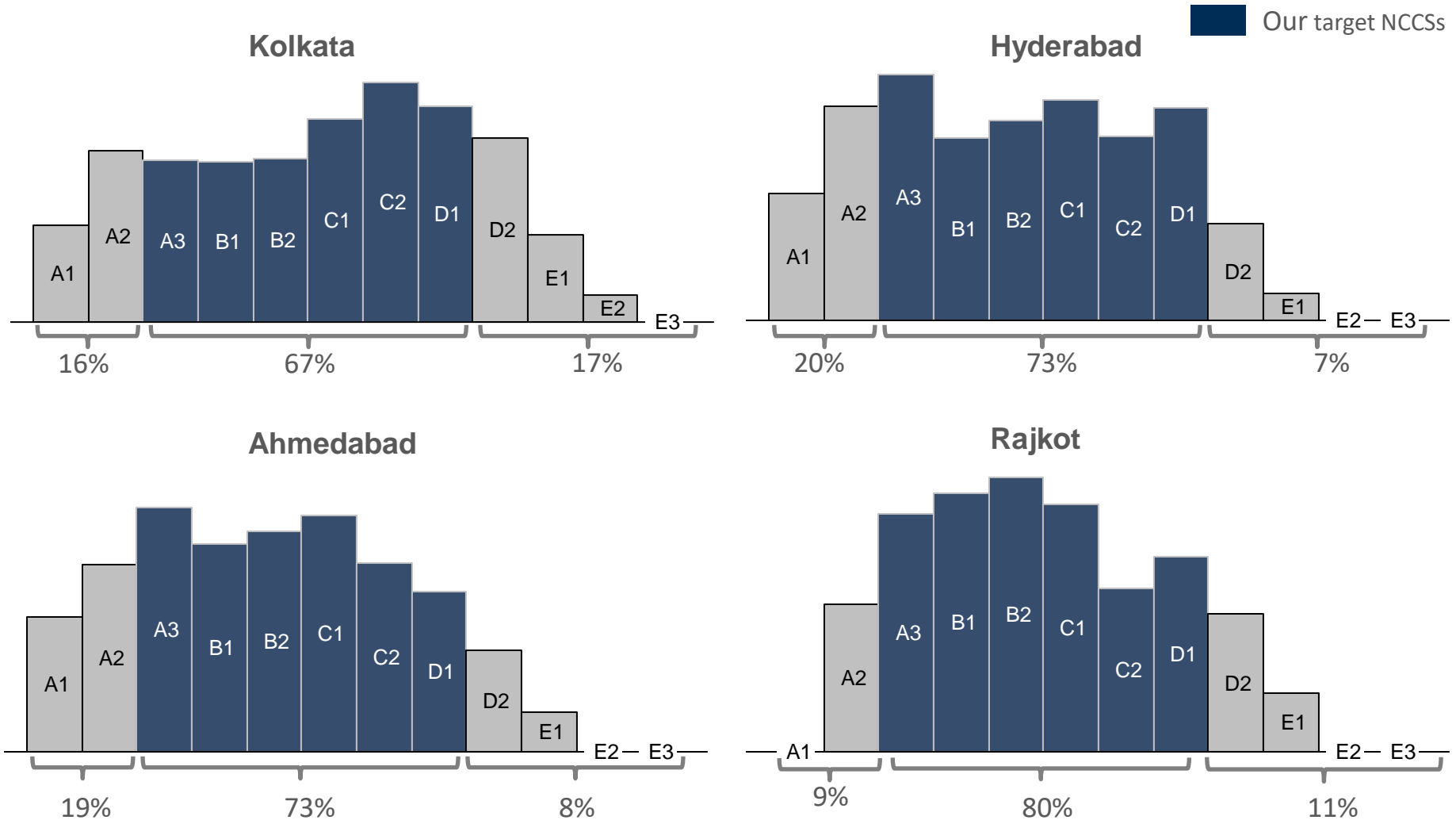
NCCS (New Consumer Classification System)



NCCS (New Consumer Classification System)



Research focused on mid to low income customers in urban Indian cities with 1 million+ population



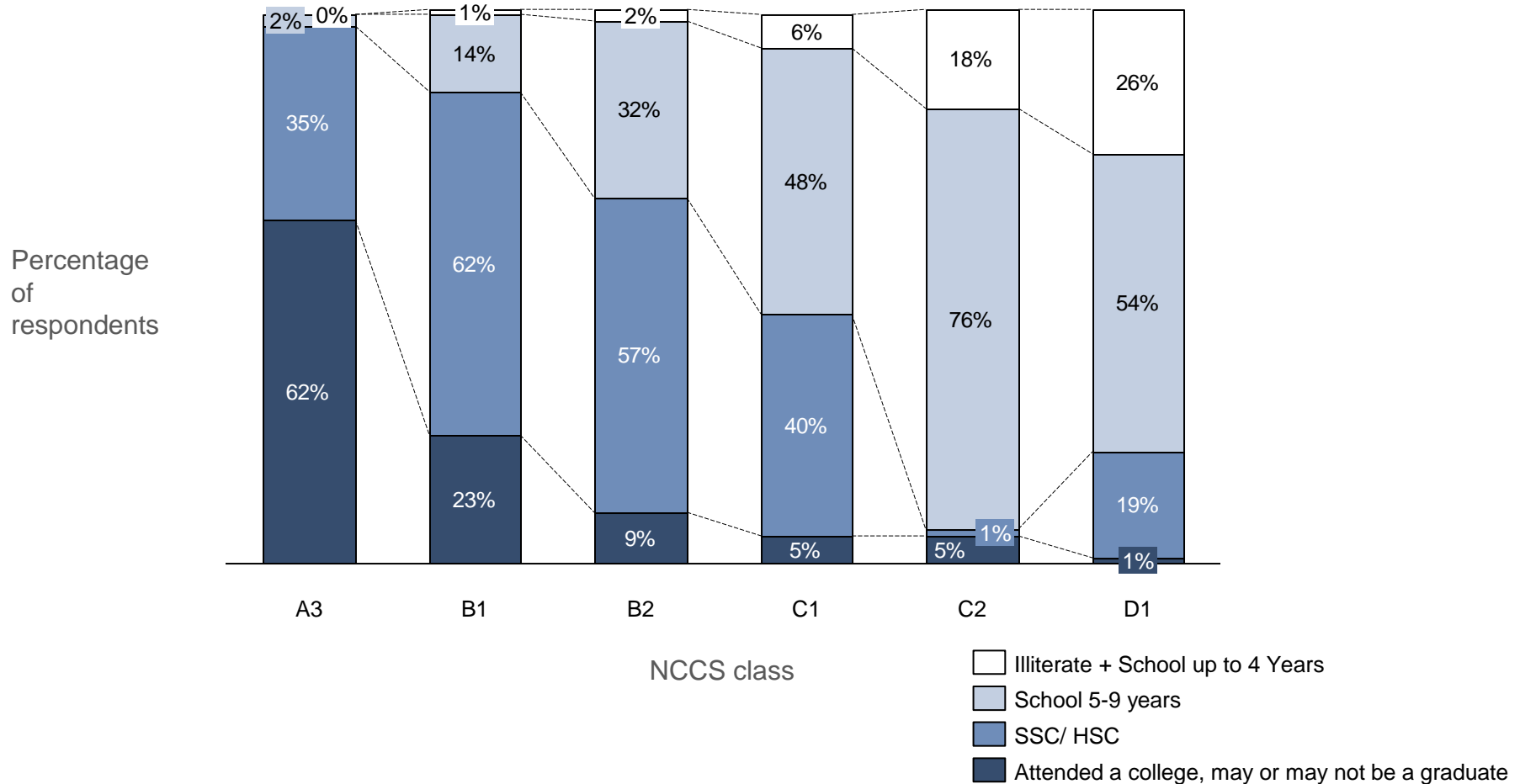
Key demographic attributes of each NCCS class in the sample

Typical occupation of CWE – by NCCS

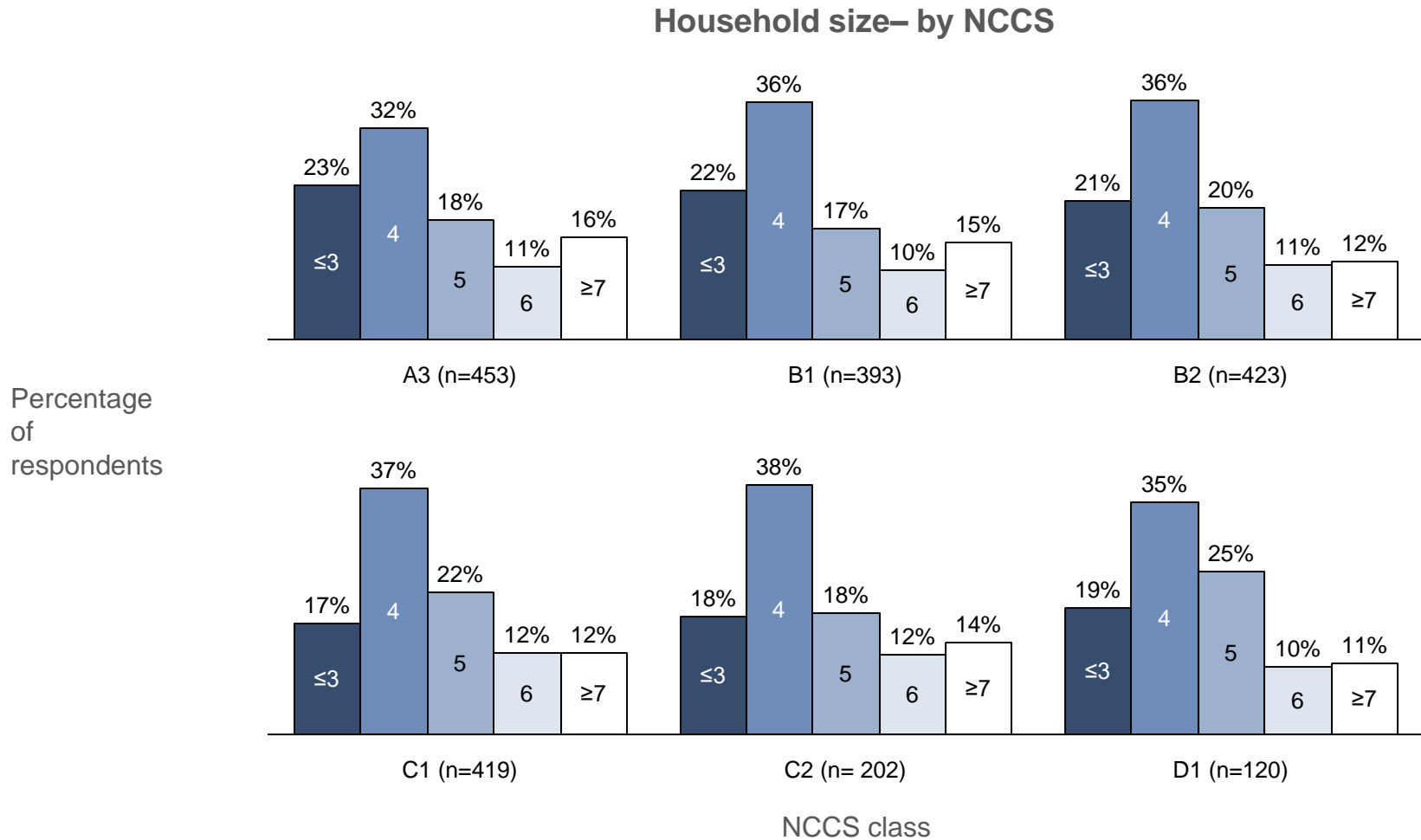
Occupation	A3	B1	B2	C1	C2	D1	Full sample
Manual labor	7%	12%	15%	18%	32%	36%	18%
Shopkeeper/ business owner	29%	23%	16%	15%	11%	10%	18%
White collar worker	22%	15%	18%	13%	8%	11%	15%
Blue collar worker in factory or office	8%	11%	16%	17%	15%	15%	14%
Transport related	4%	9%	13%	15%	17%	11%	11%
Clerical	8%	8%	6%	4%	1%	1%	5%
Vendor/ Petty Trader	1%	3%	4%	5%	6%	6%	4%
Mechanic/ Workshop	2%	2%	3%	4%	3%	2%	3%
Private office job - helper	1%	2%	3%	3%	3%	4%	2%
Highly skilled worker	1%	4%	3%	1%	2%	0%	2%
Private office job, management	5%	1%	1%	0%	0%	0%	2%
Professional	4%	2%	1%	0%	0%	1%	1%
Govt service - blue collar	3%	1%	1%	1%	1%	0%	1%
Others	1%	2%	1%	1%	1%	0%	1%
Farmer	2%	1%	1%	0%	0%	0%	1%
Teacher	1%	1%	0%	1%	0%	0%	1%
Don't Know	0%	0%	1%	1%	1%	1%	1%
Home-maker	0%	0%	0%	0%	0%	0%	0%

Key demographic attributes of each NCCS class in the sample

Typical education of CWE – by NCCS

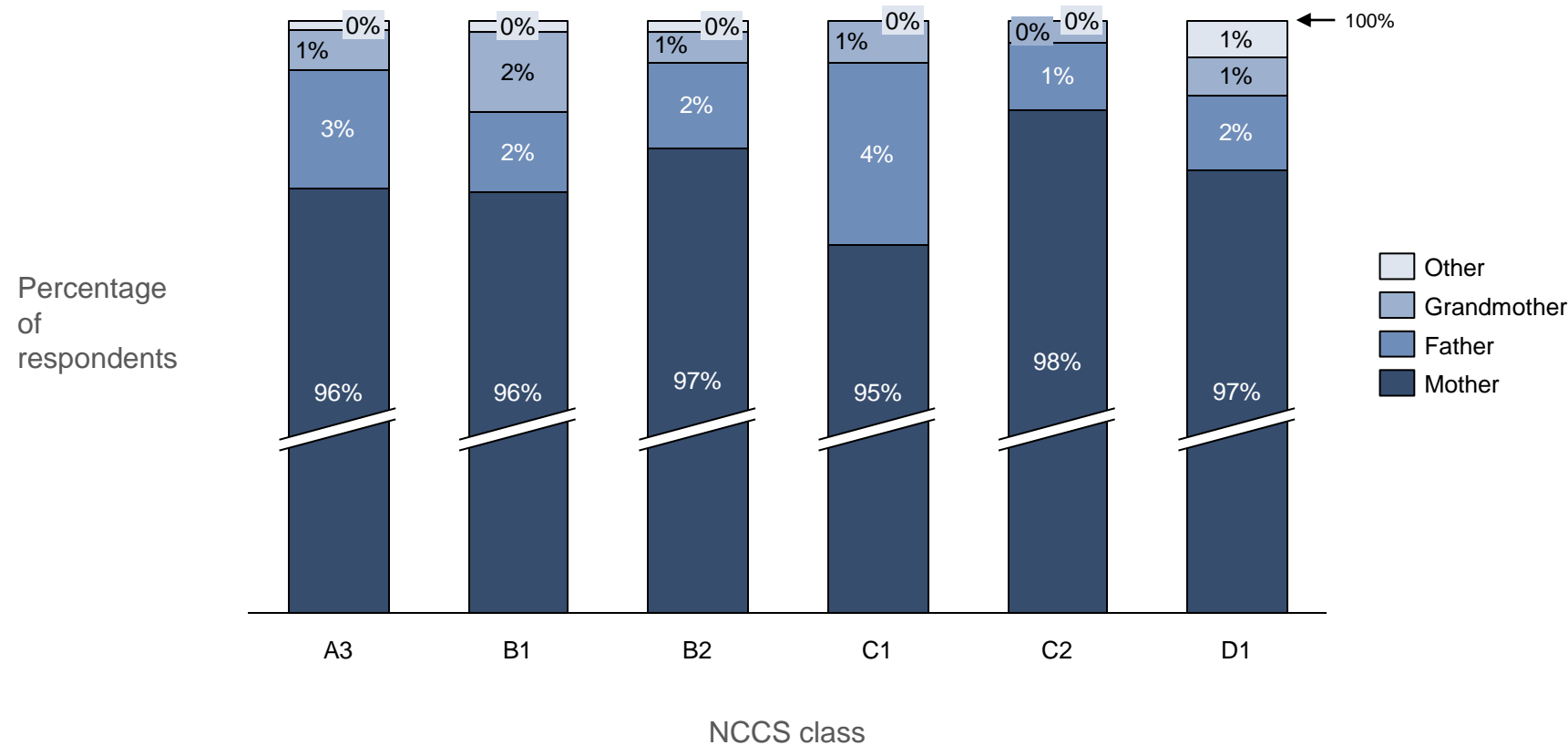


Key demographic attributes of each NCCS class in the sample

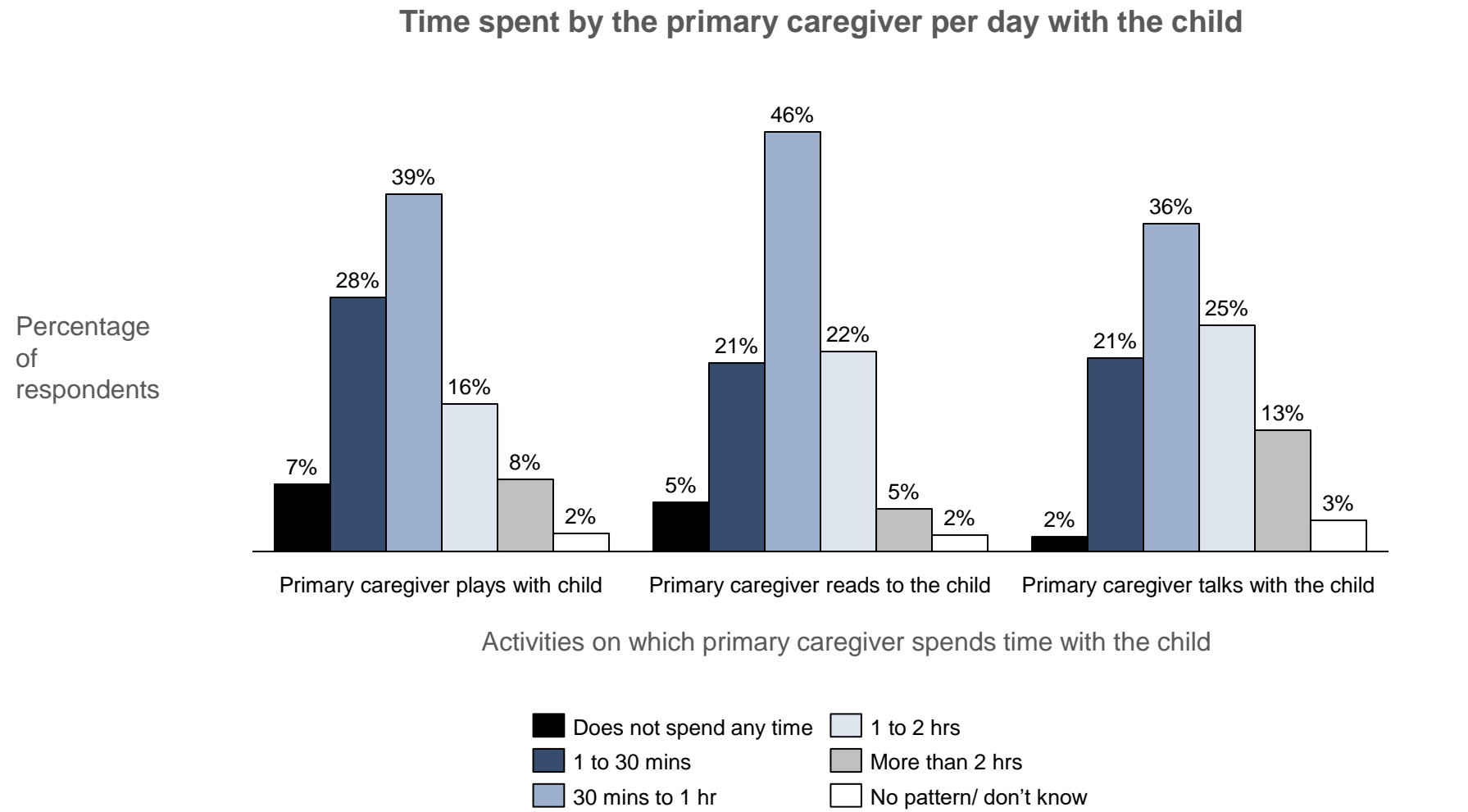


Key home environment attributes of each NCCS class in the sample

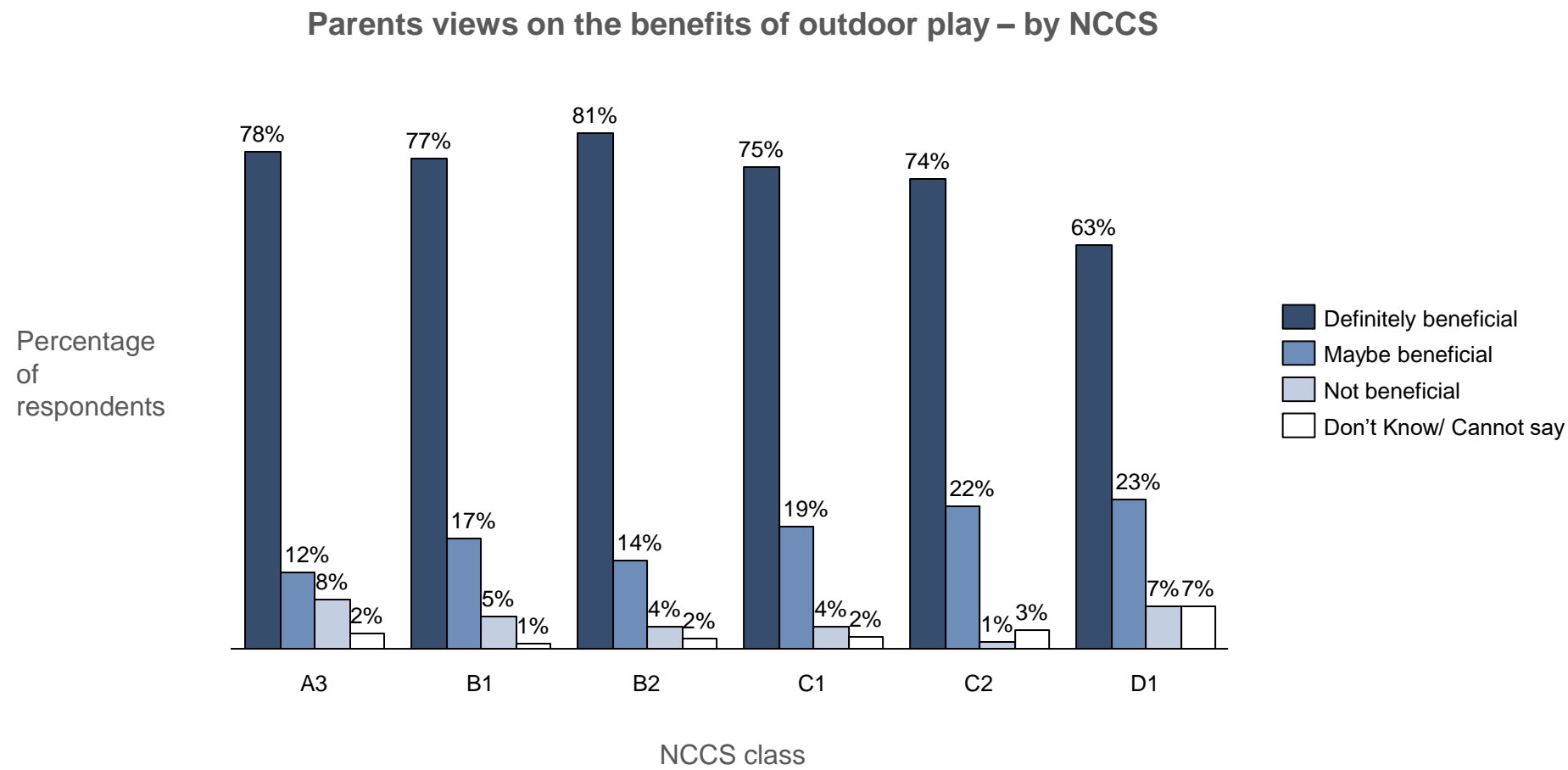
Primary caregiver of the child – by NCCS



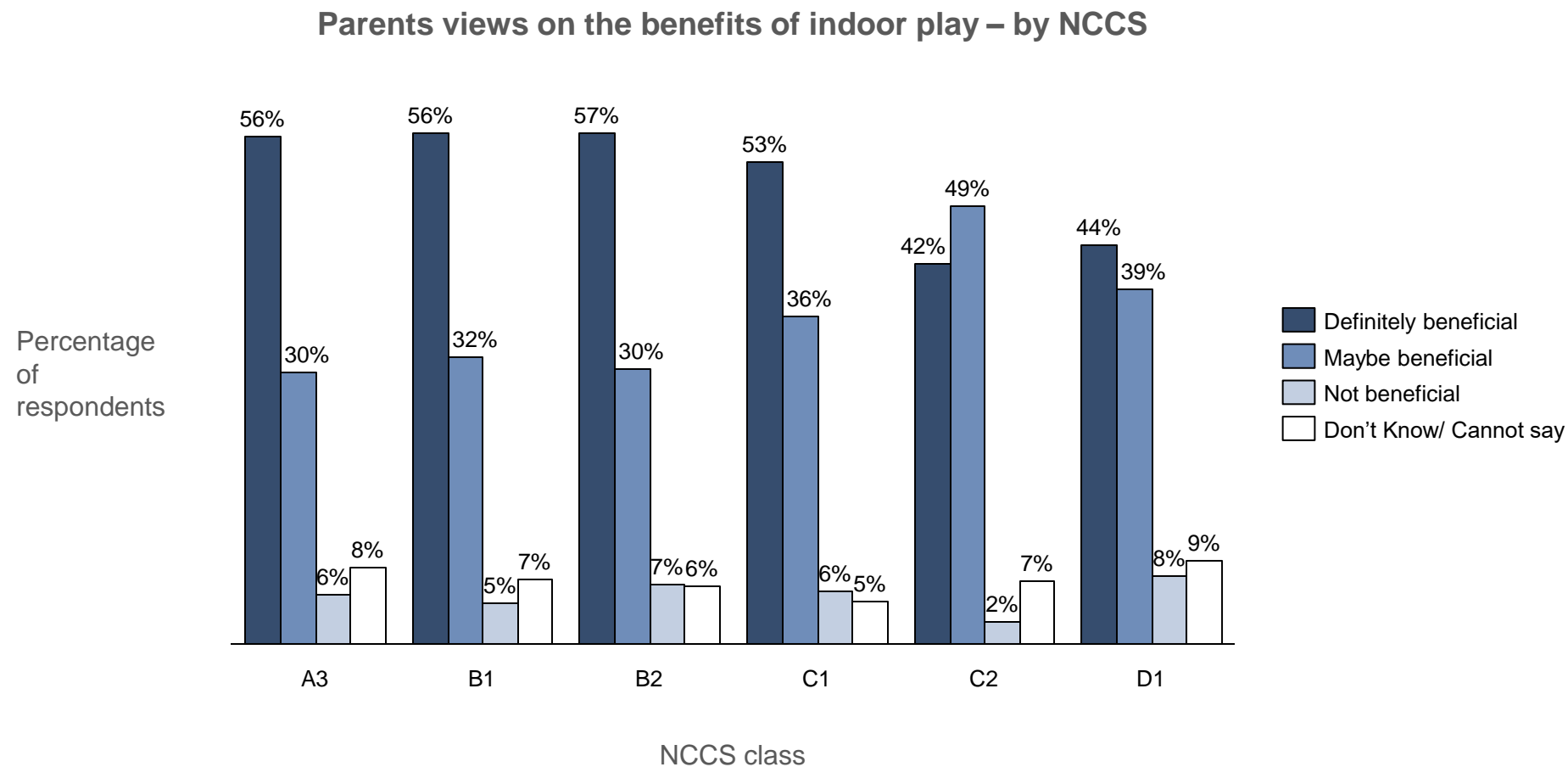
Key home environment attributes of each NCCS class in the sample



Key home environment attributes of each NCCS class in the sample

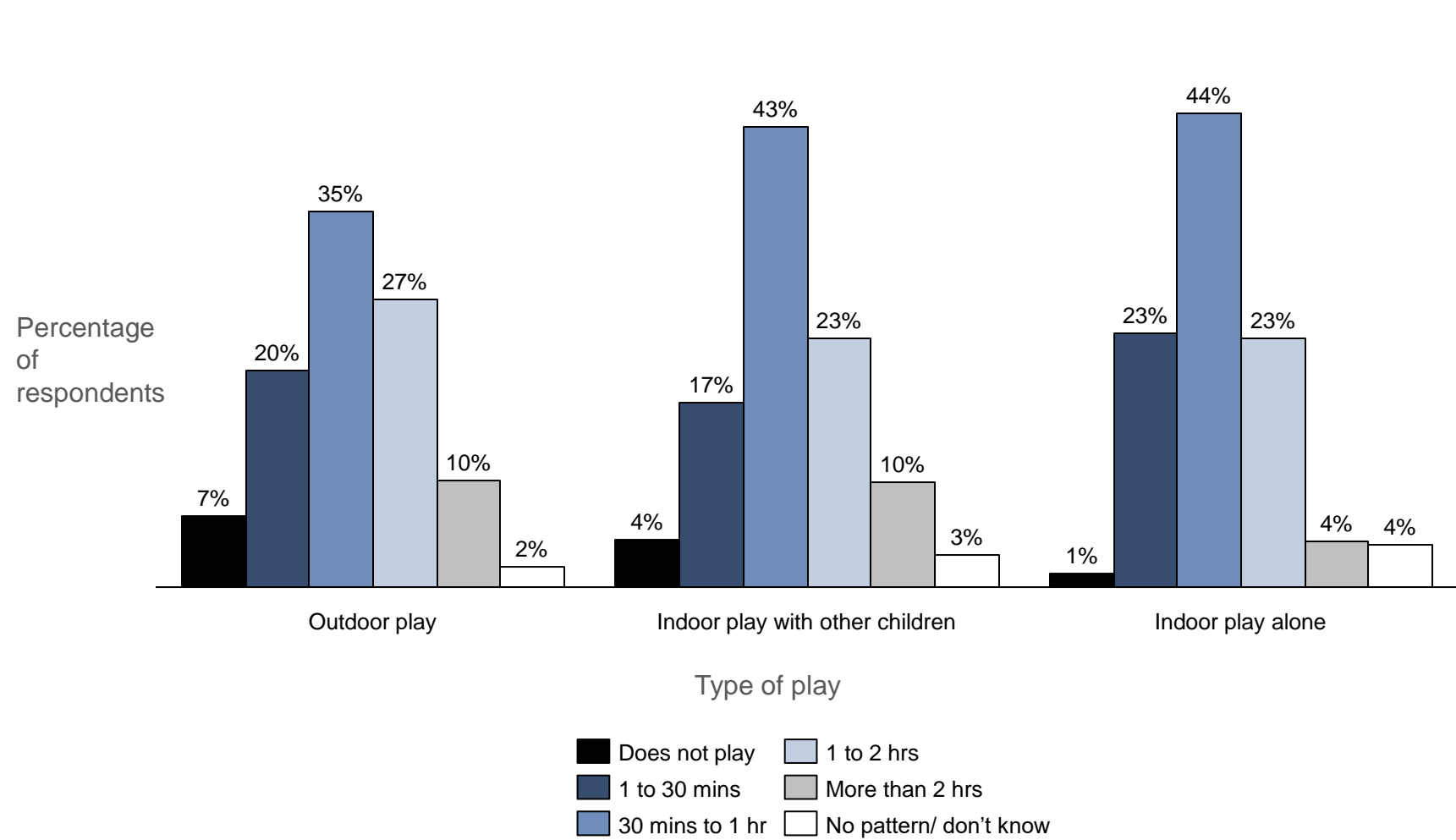


Key home environment attributes of each NCCS class in the sample

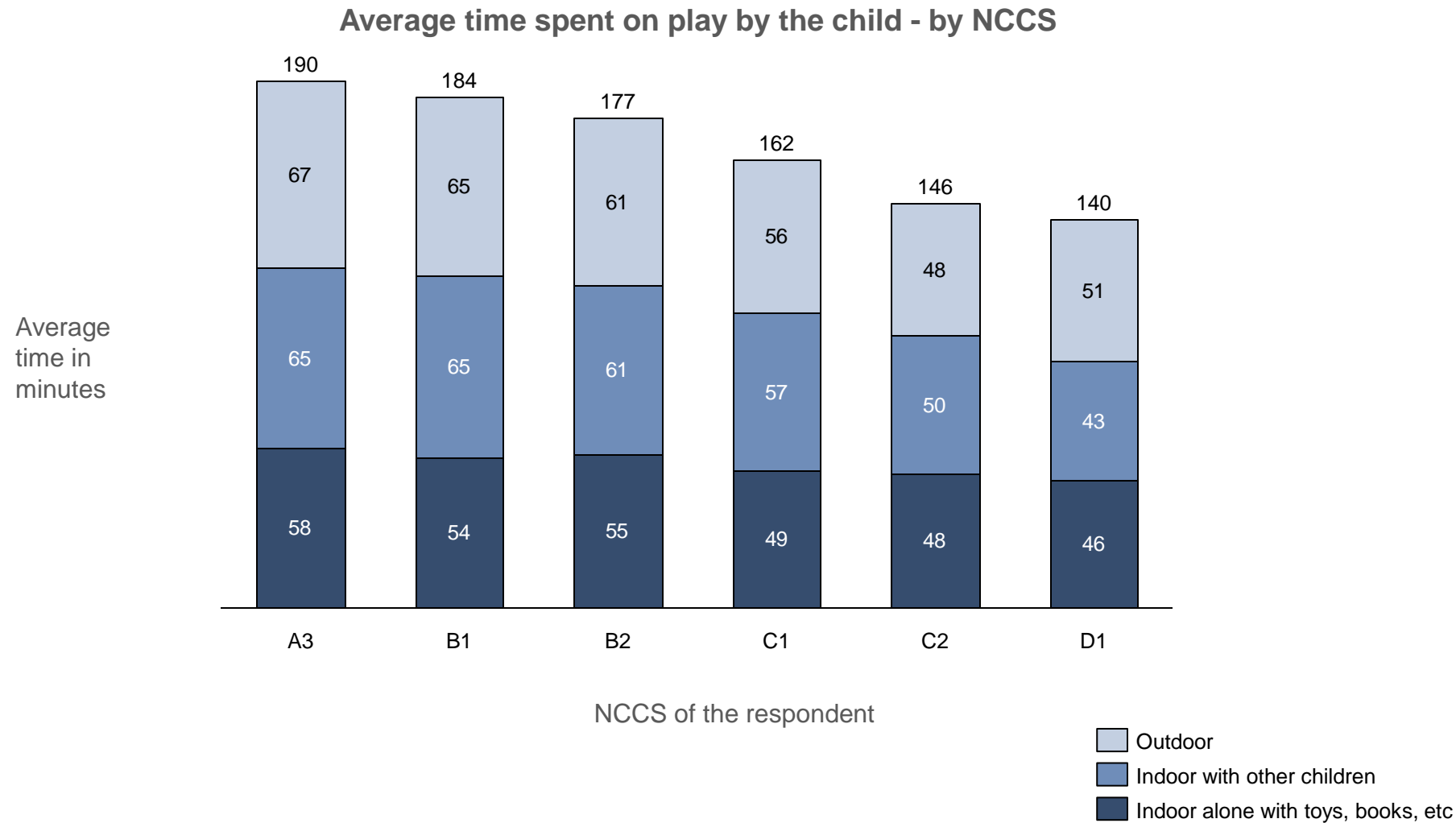


Key home environment attributes of each NCCS class in the sample

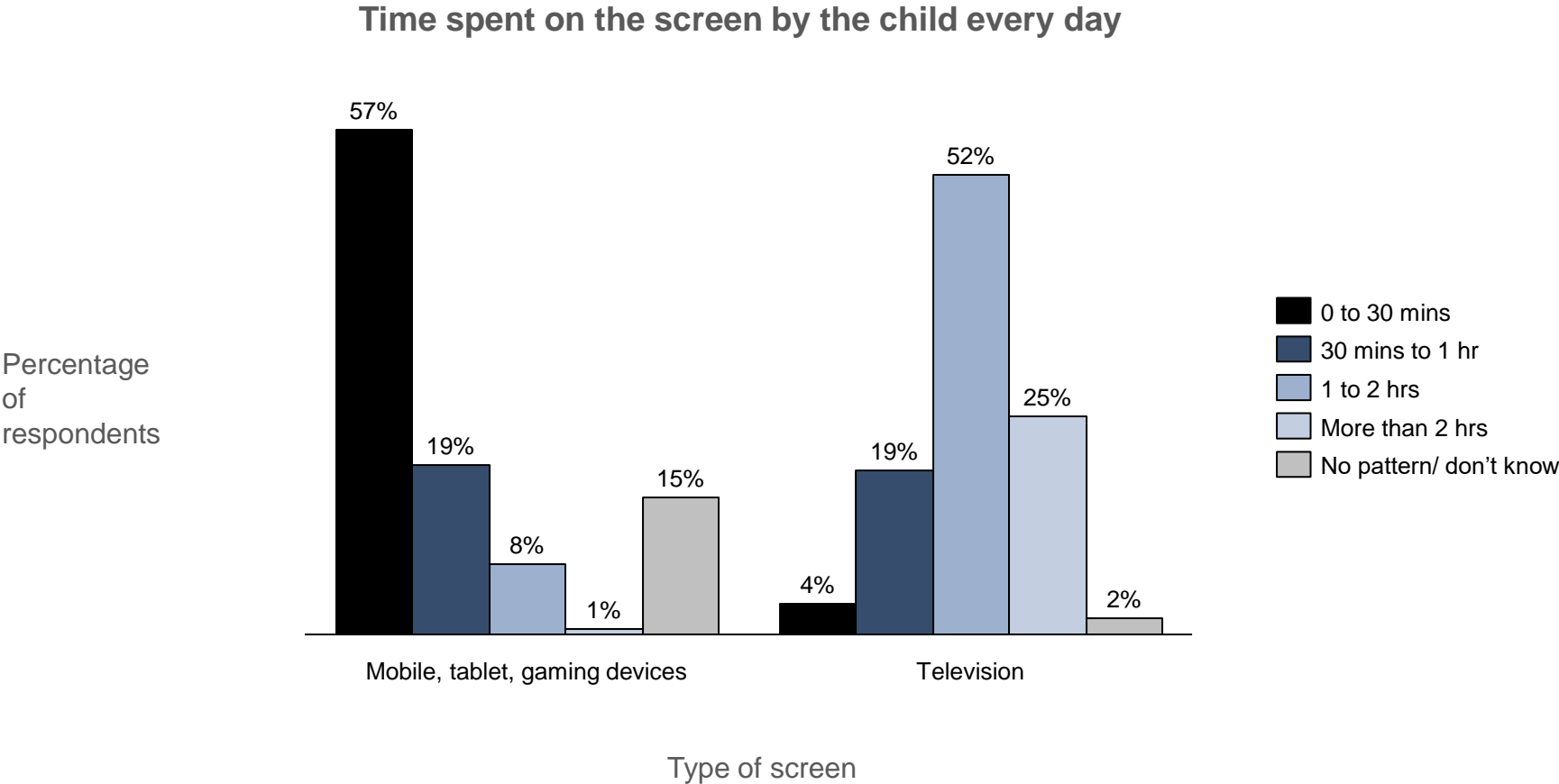
Time spent on different types of play by the child every day



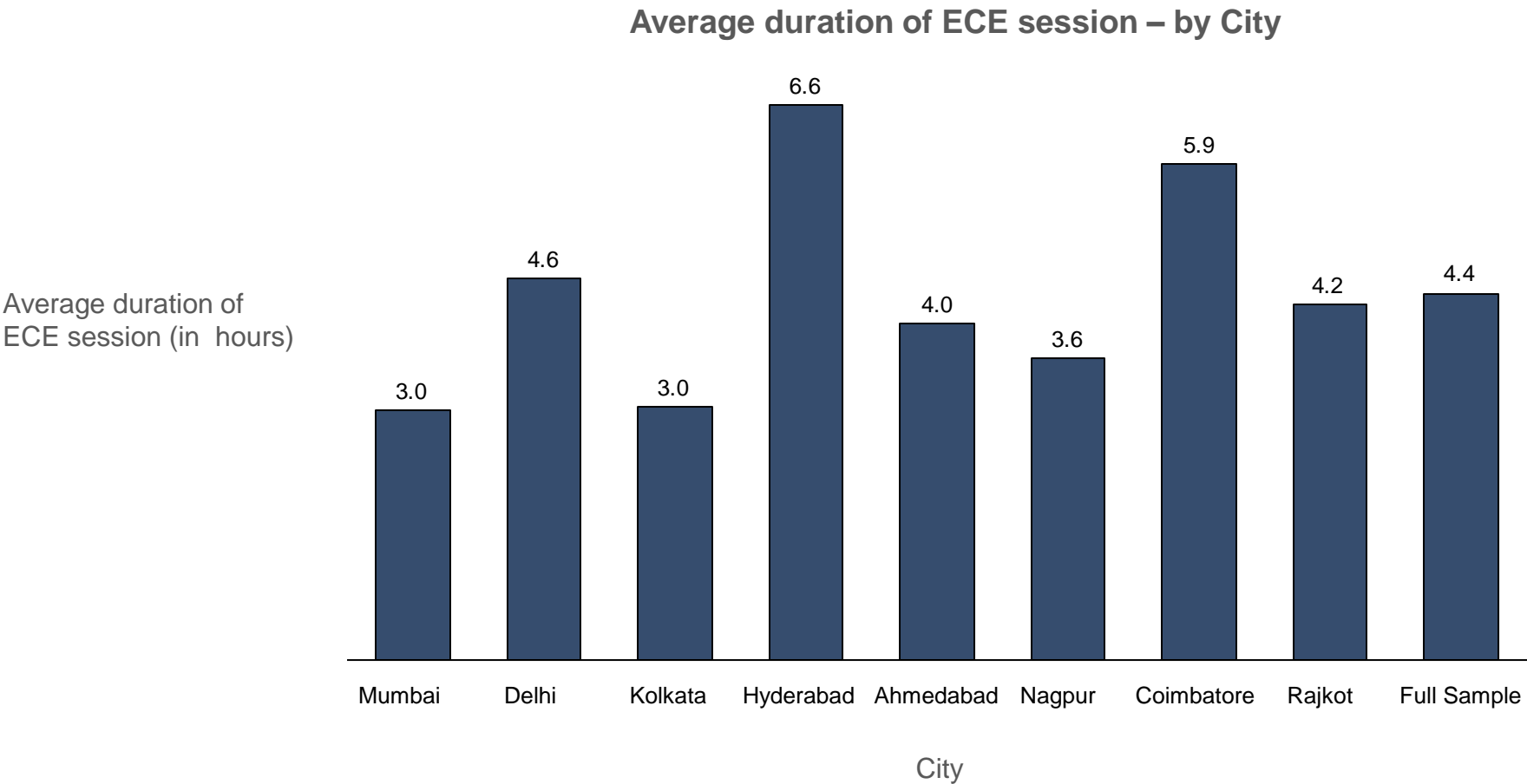
Key home environment attributes of each NCCS class in the sample



Key home environment attributes of each NCCS class in the sample

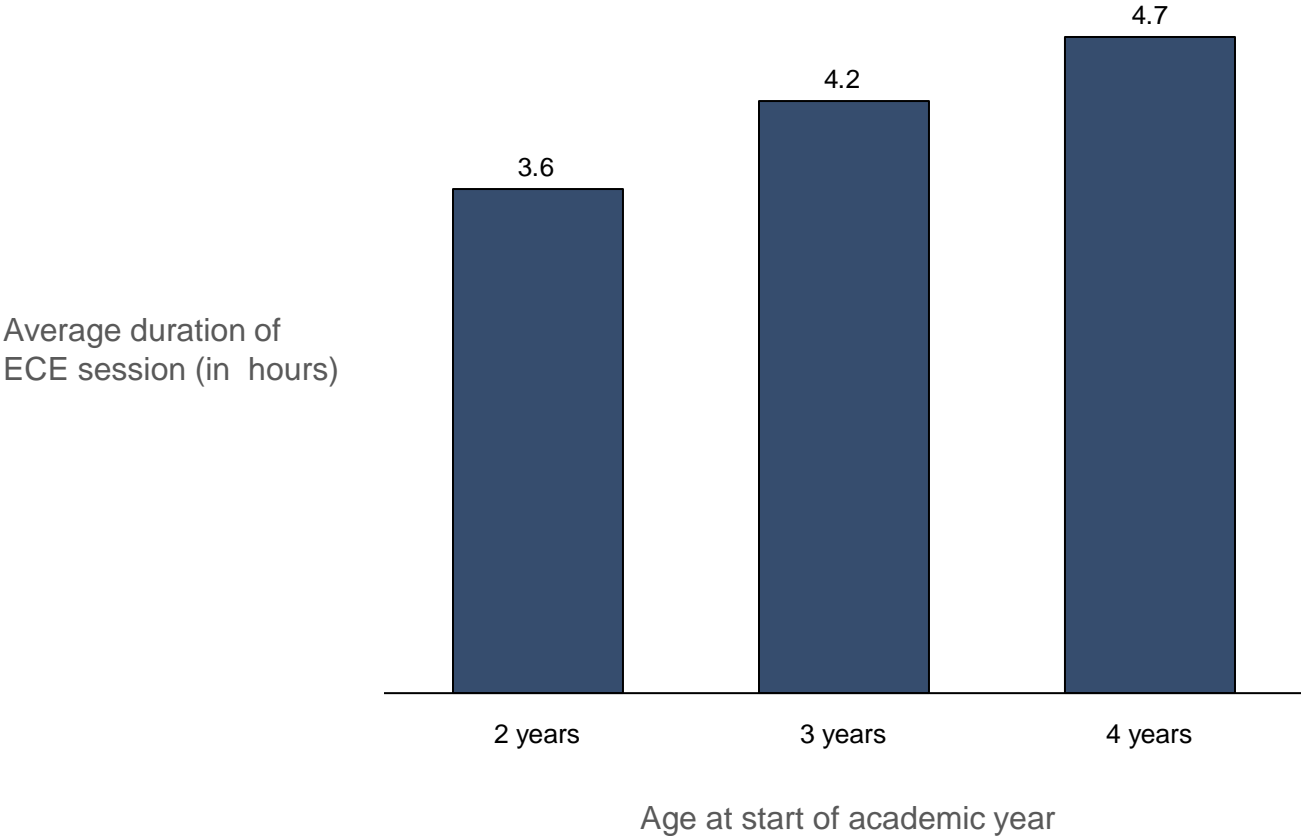


Profile: ECE section of a typical affordable K-12 school providing ECE



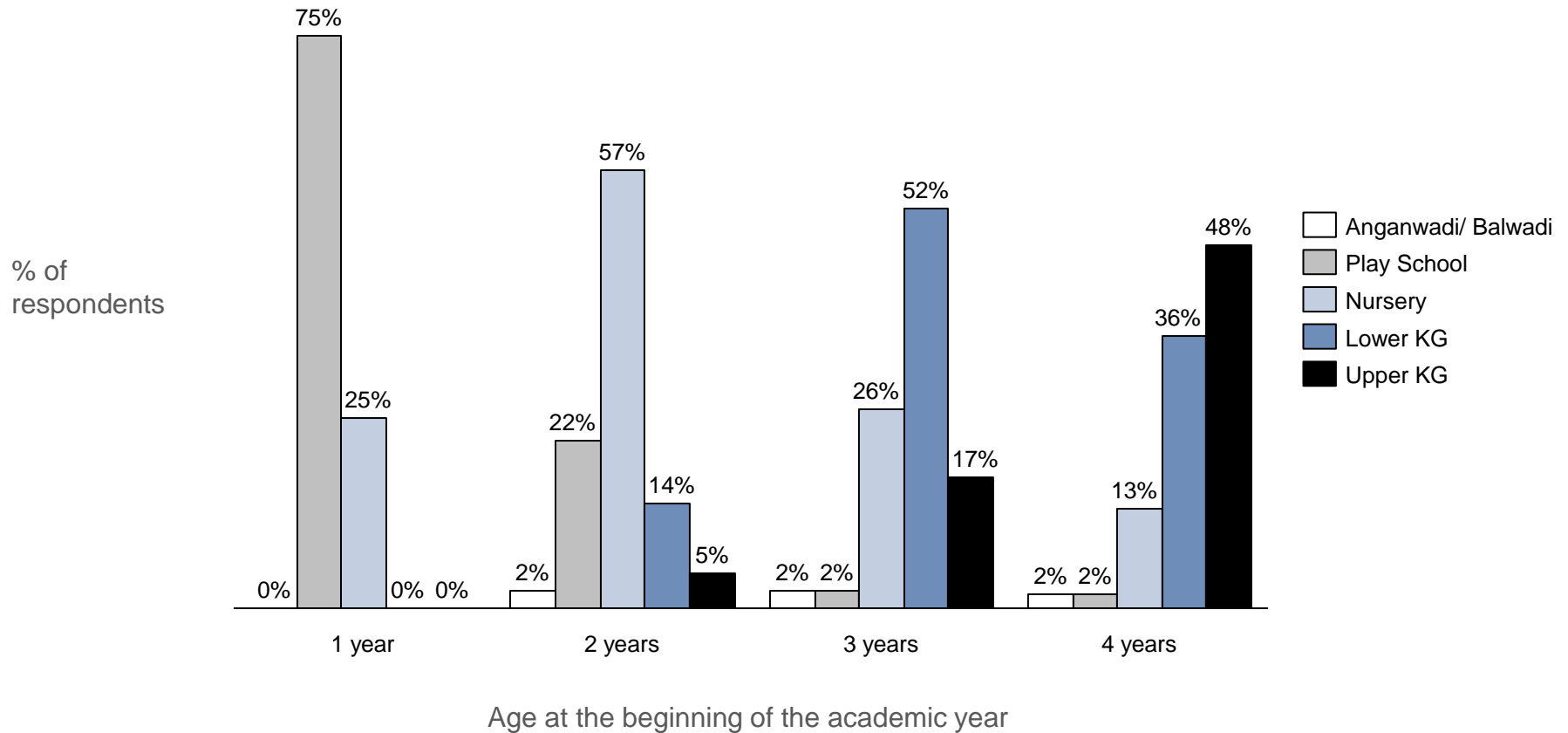
Profile: ECE section of a typical affordable K-12 school providing ECE

Average duration of ECE session – by Age



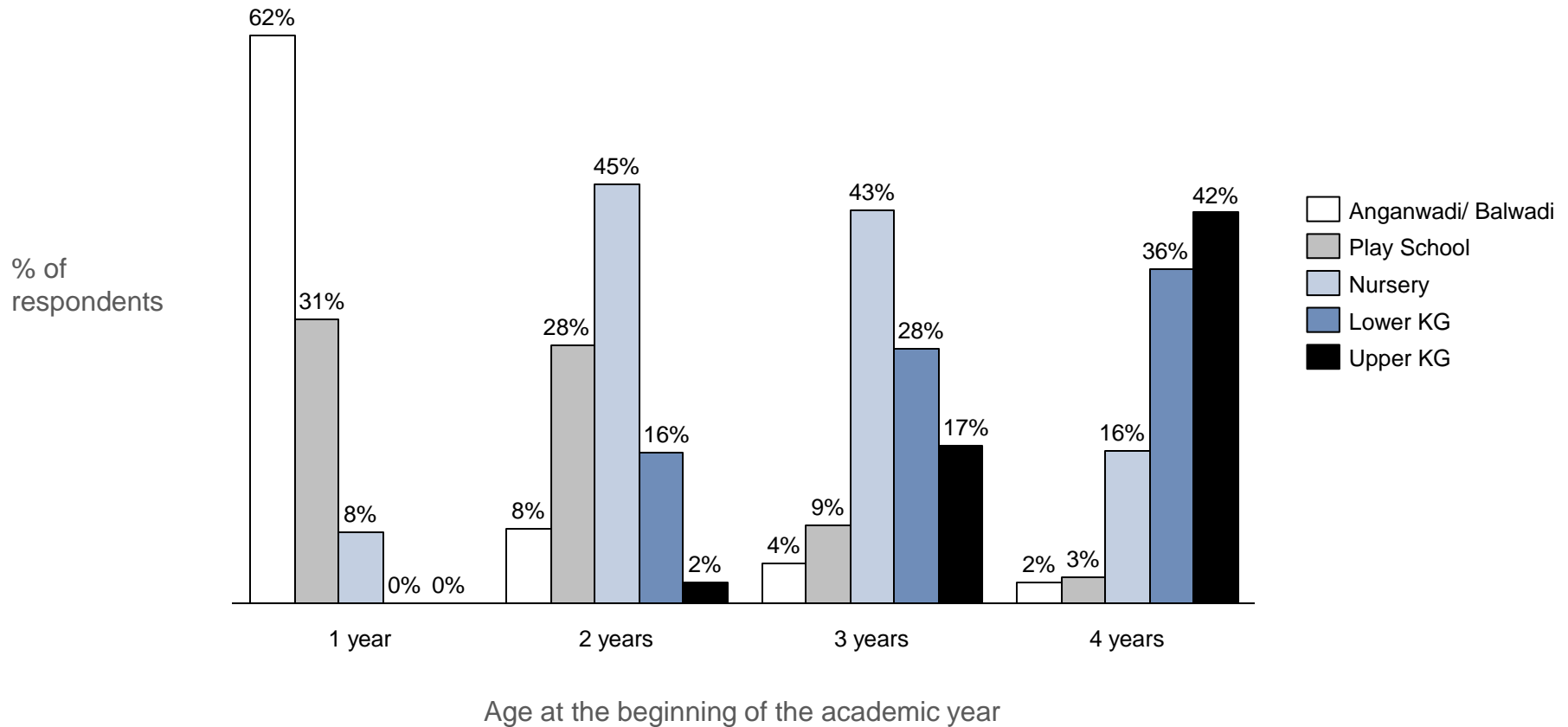
Typical grade that a child starts at a given age

Typical grade at a given age- by City (Mumbai)



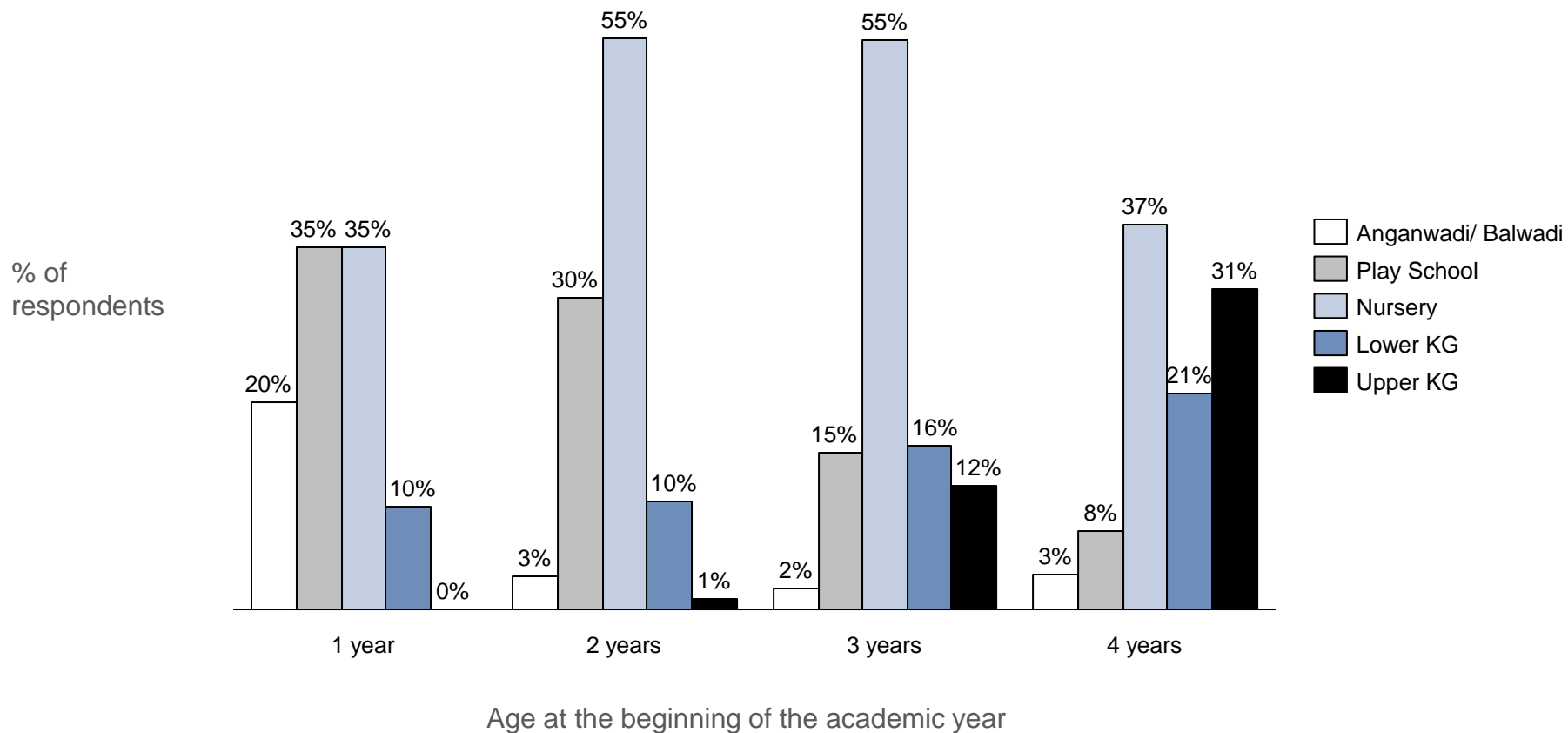
Typical grade that a child starts at a given age

Typical grade at a given age – by City (Delhi)



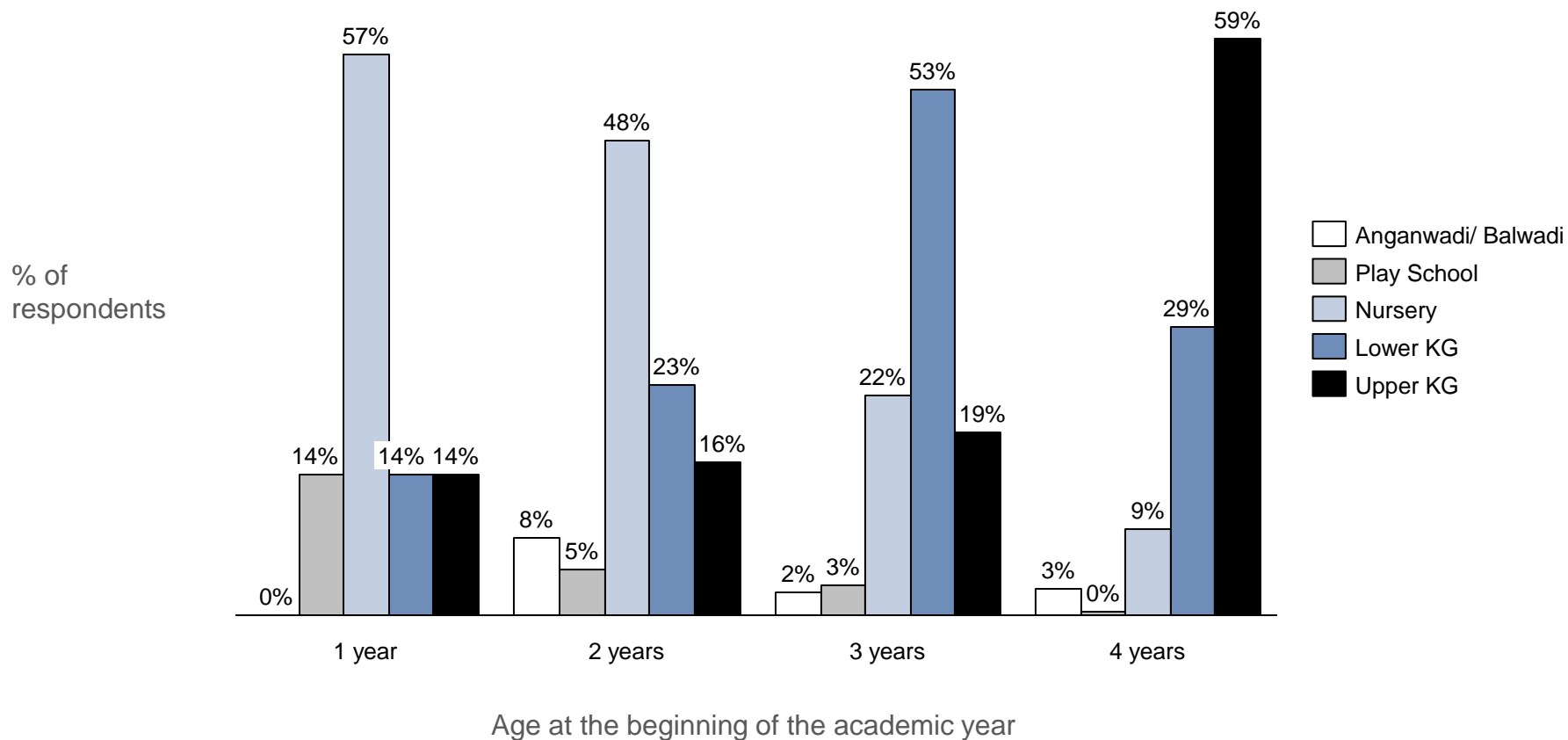
Typical grade that a child starts at a given age

Typical grade at a given age – by City (Kolkata)



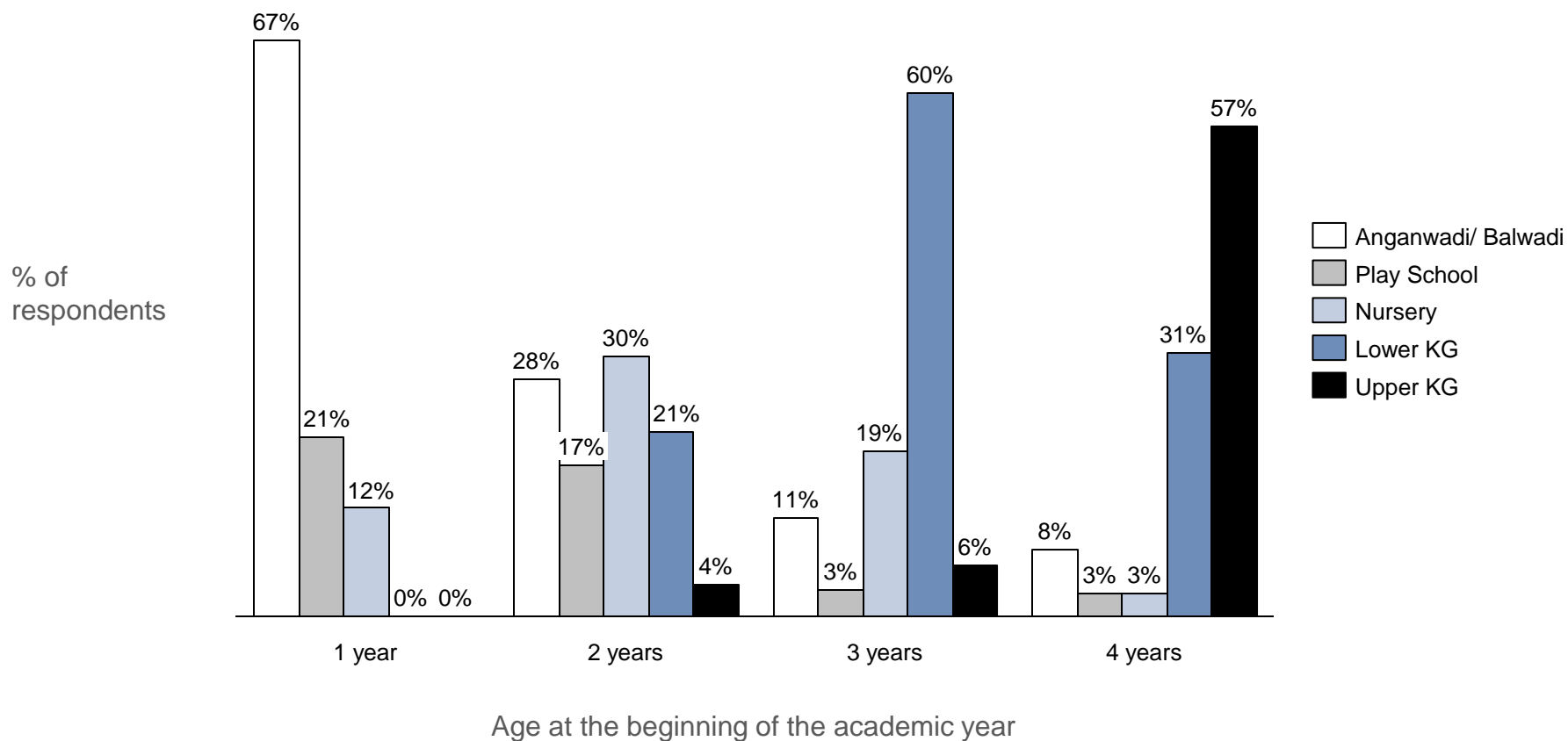
Typical grade that a child starts at a given age

Typical grade at a given age – by City (Hyderabad)



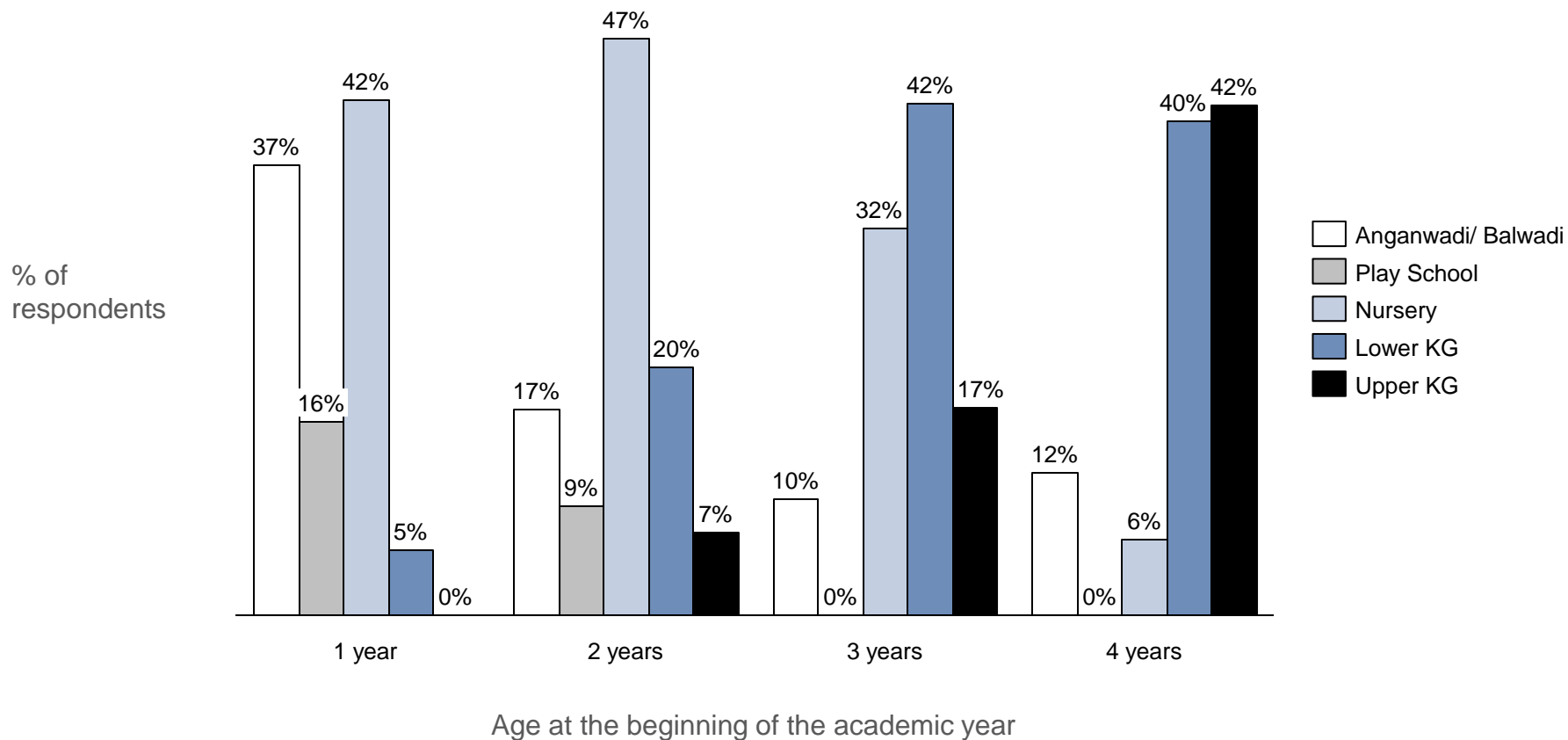
Typical grade that a child starts at a given age

Typical grade at a given age – by City (Ahmedabad)



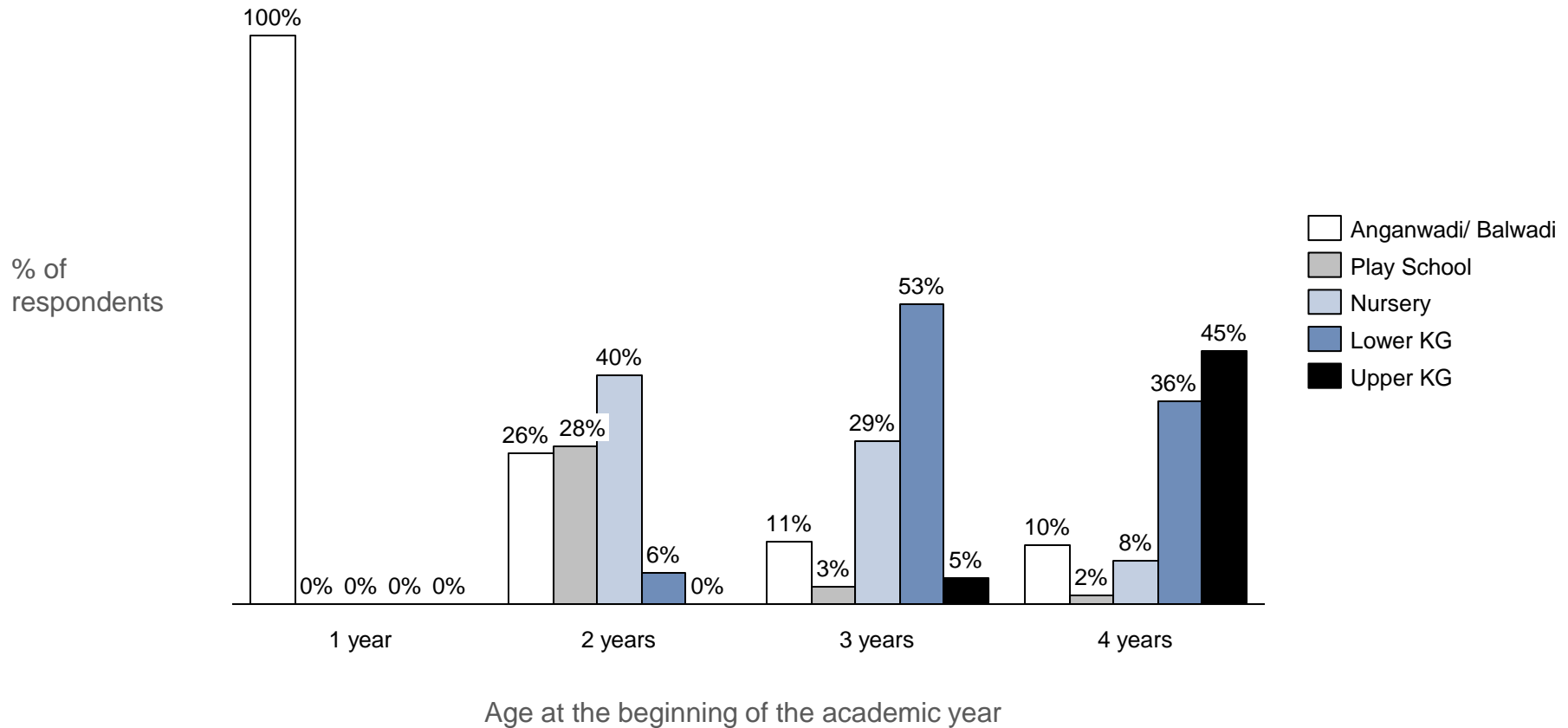
Typical grade that a child starts at a given age

Typical grade at a given age – by City (Nagpur)



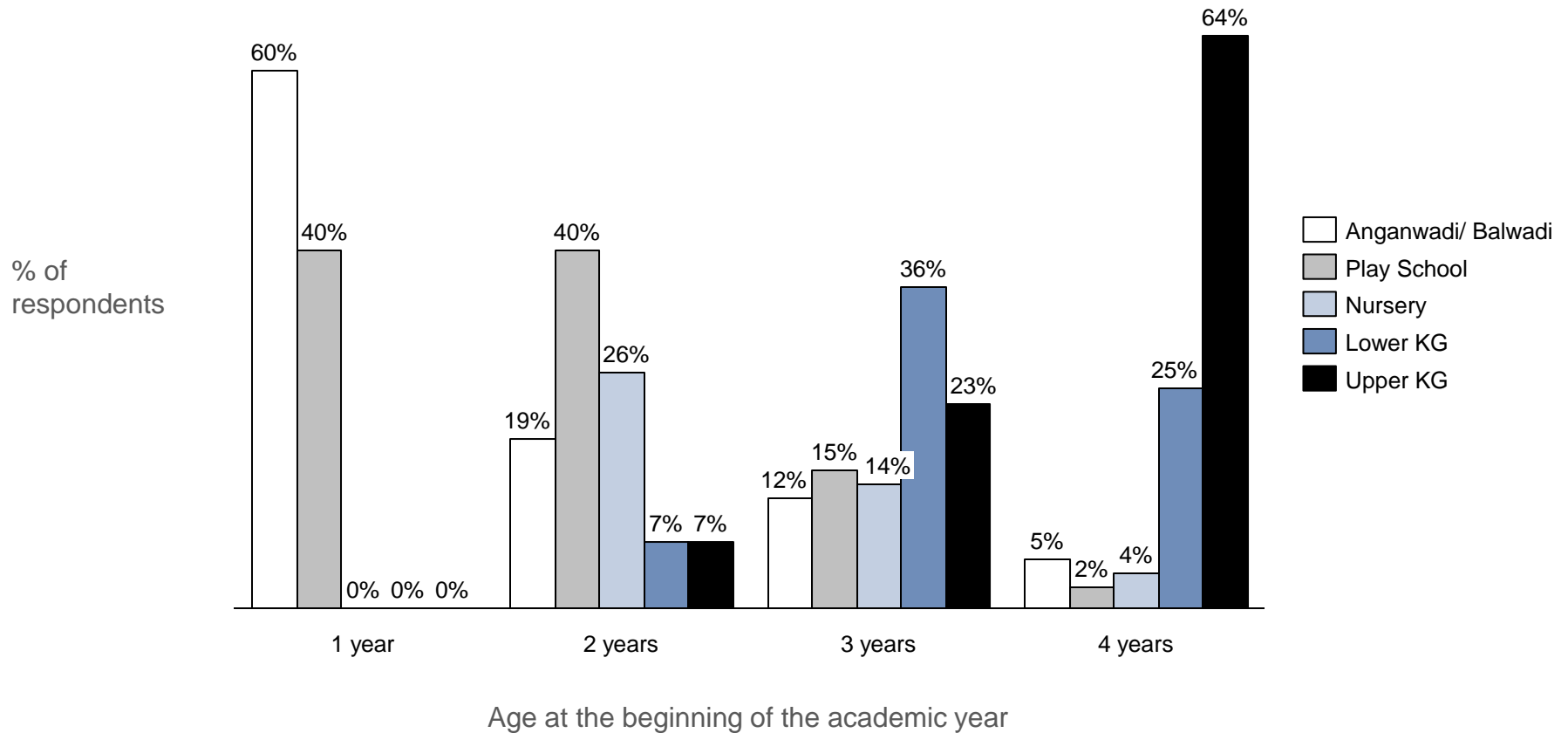
Typical grade that a child starts at a given age

Typical grade at a given age – by City (Coimbatore)

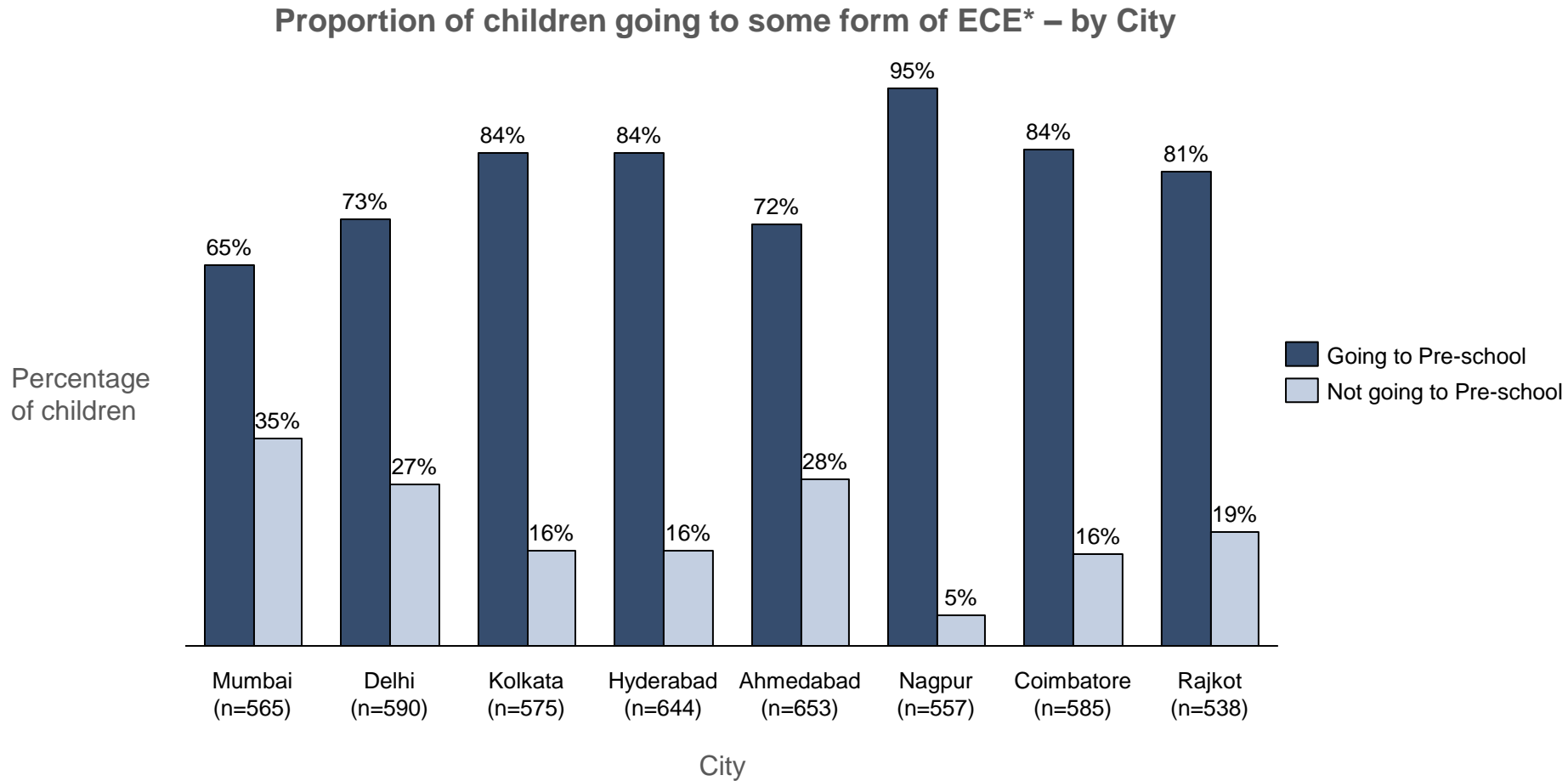


Typical grade that a child starts at a given age

Typical grade at a given age – by City (Rajkot)

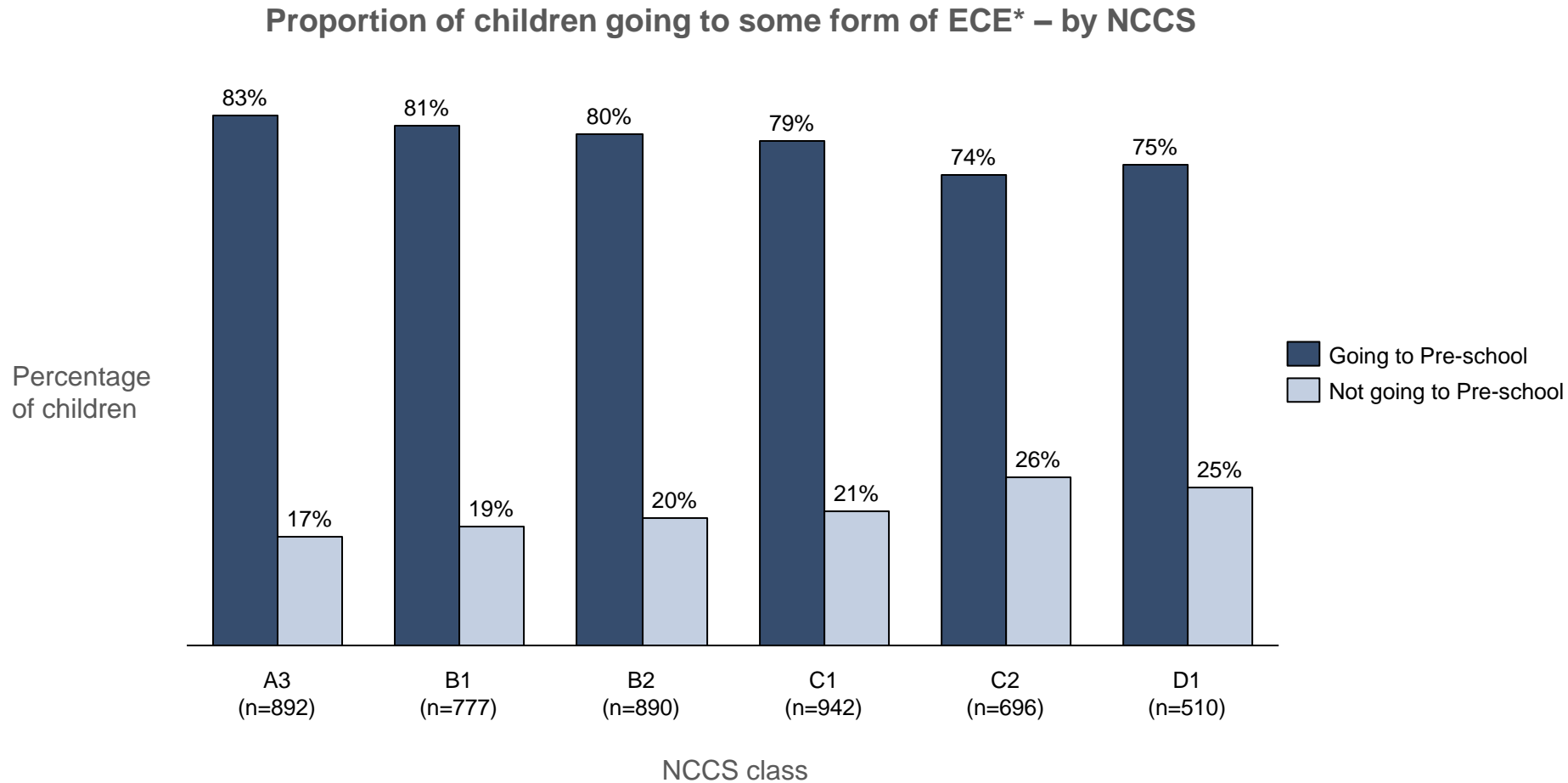


Prevalence of ECE



*Data has been weighted by age to account for different number of children from each age group in the sample.

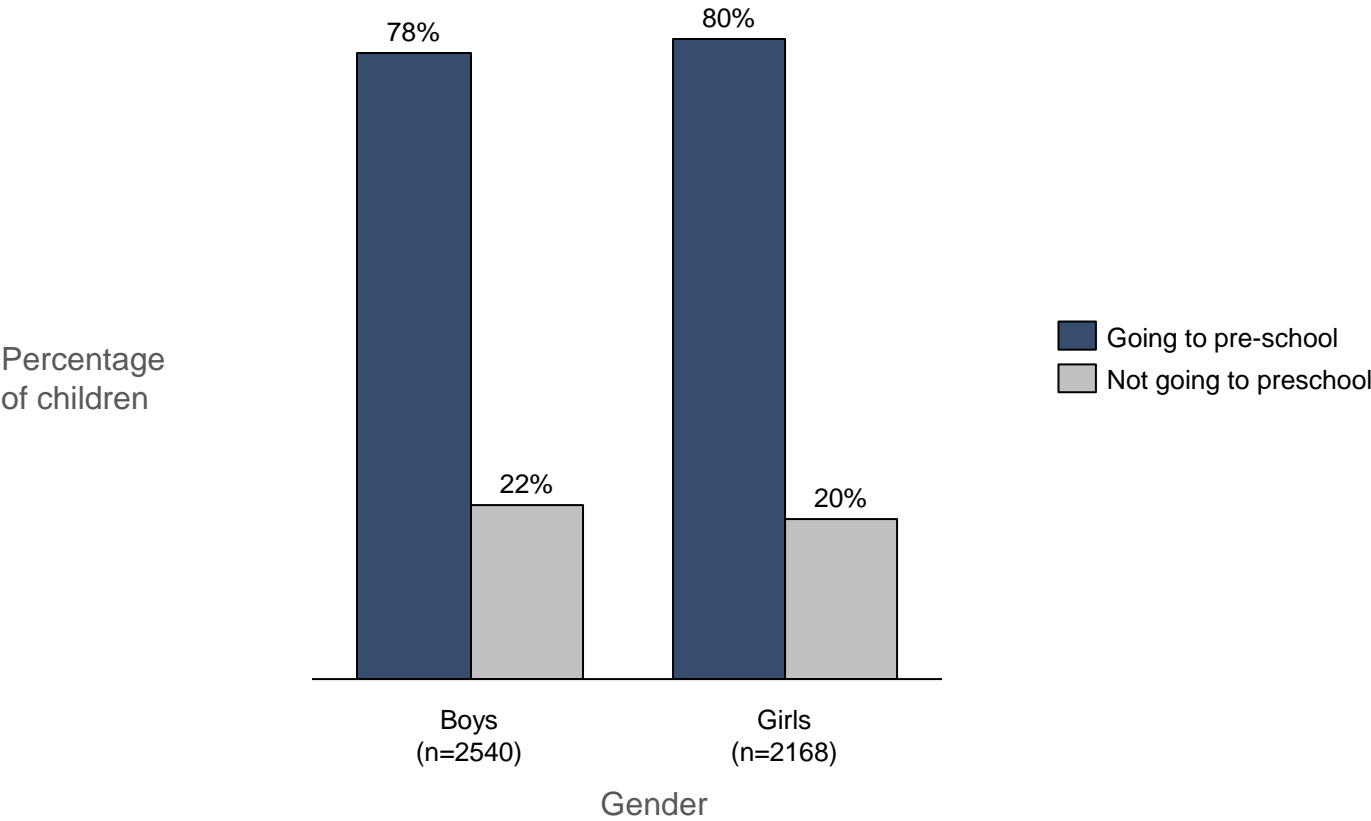
Prevalence of ECE



*Data has been weighted by age to account for different number of children from each age group in the sample.

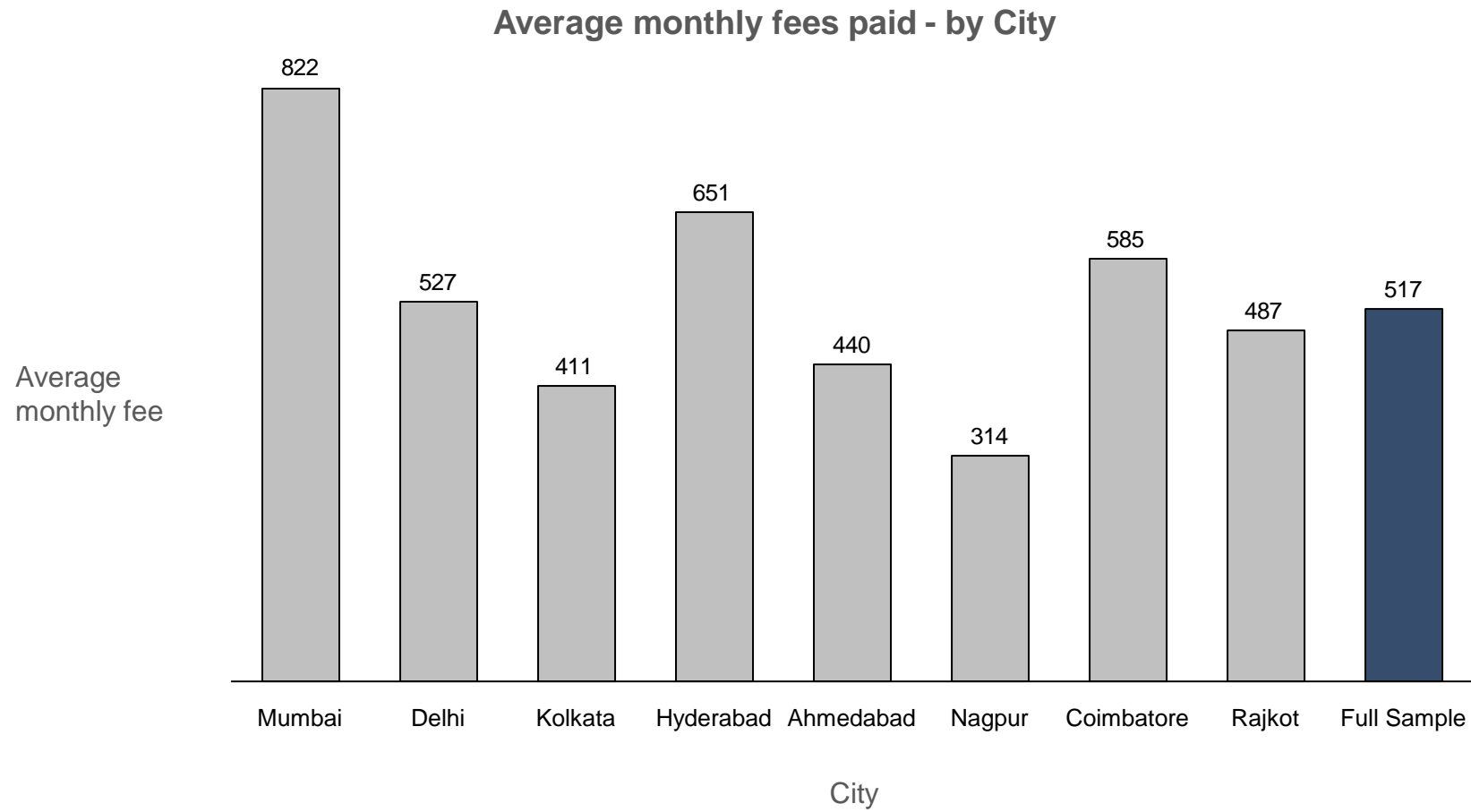
Prevalence of ECE

Proportion of children going to some form of ECE* – by Gender



*Data has been weighted by age to account for different number of children from each age group in the sample.

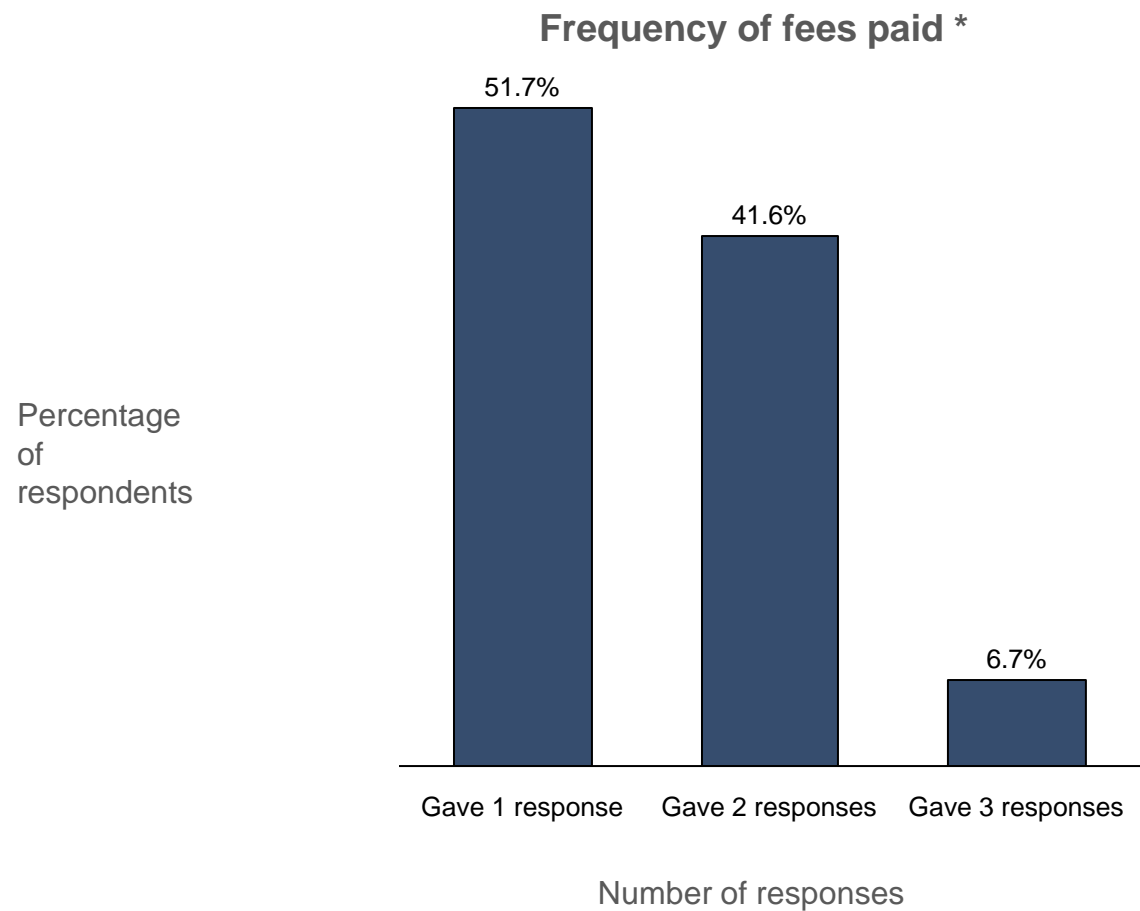
Fees for ECE



Fees for ECE

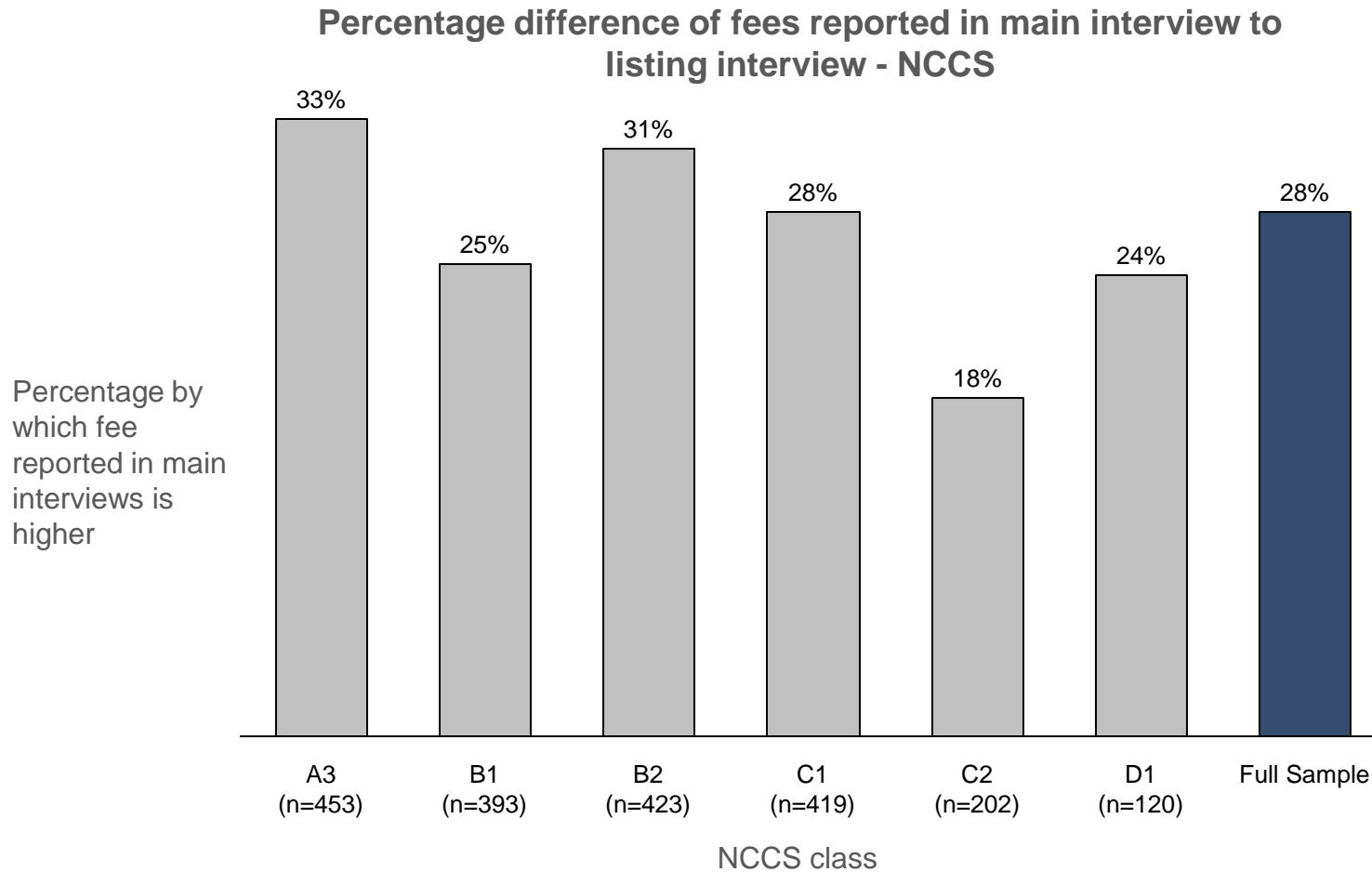


Fees for ECE



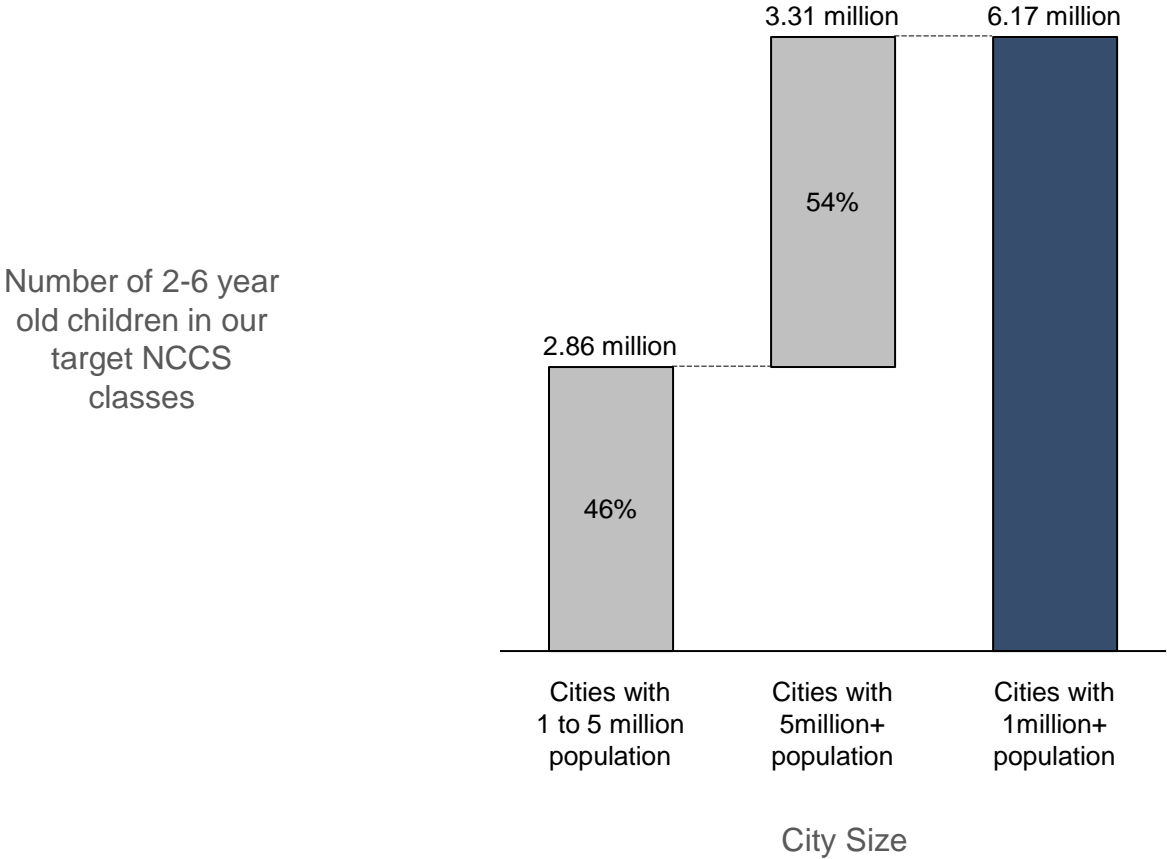
*A more elaborate question on fee was posed to respondents qualifying for main interviews. They were asked about all the times in a year they paid fee to the school. The options were: Monthly, Once in 2 months, Once in 3 months, Once in 4 months, Once in 6 months, Once a year.

Fees for ECE



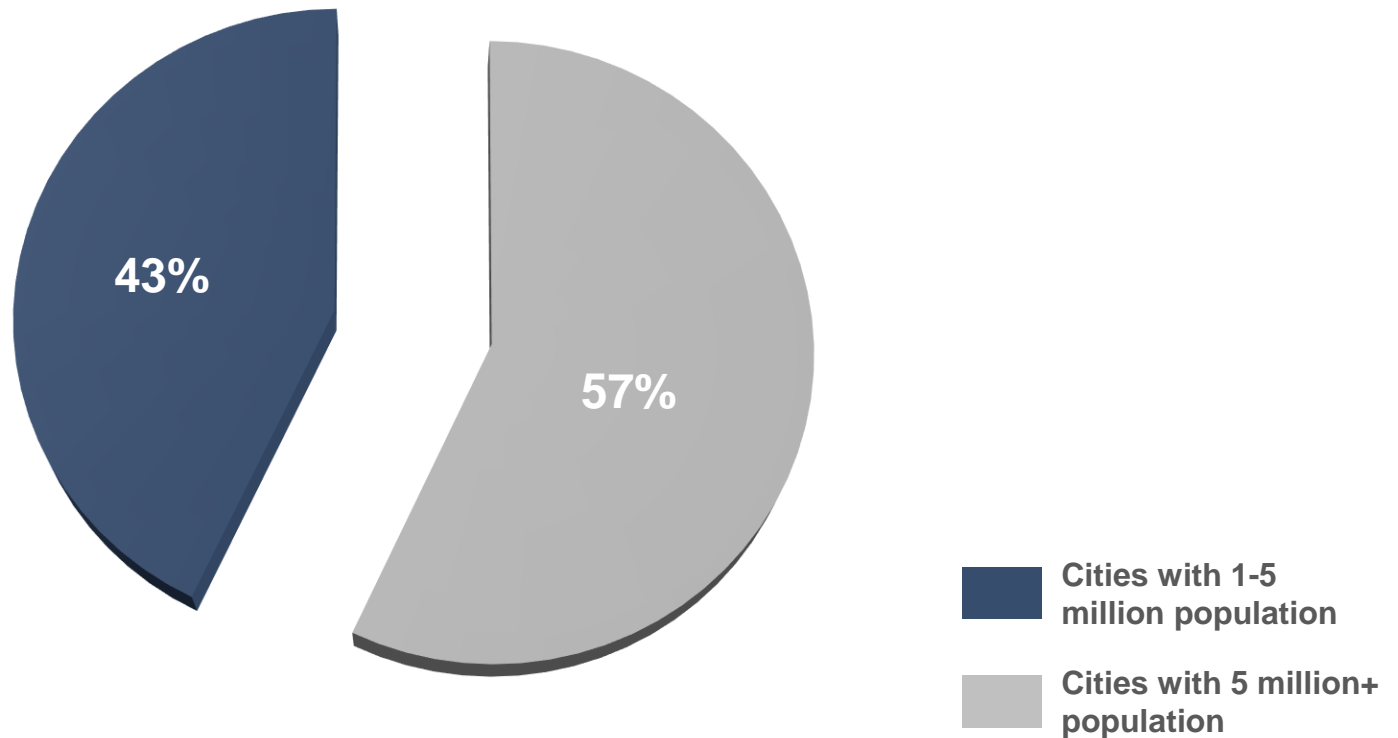
Affordable ECE market in million+ cities

Number of children between the age of 2-6 in our target NCCS classes by city size

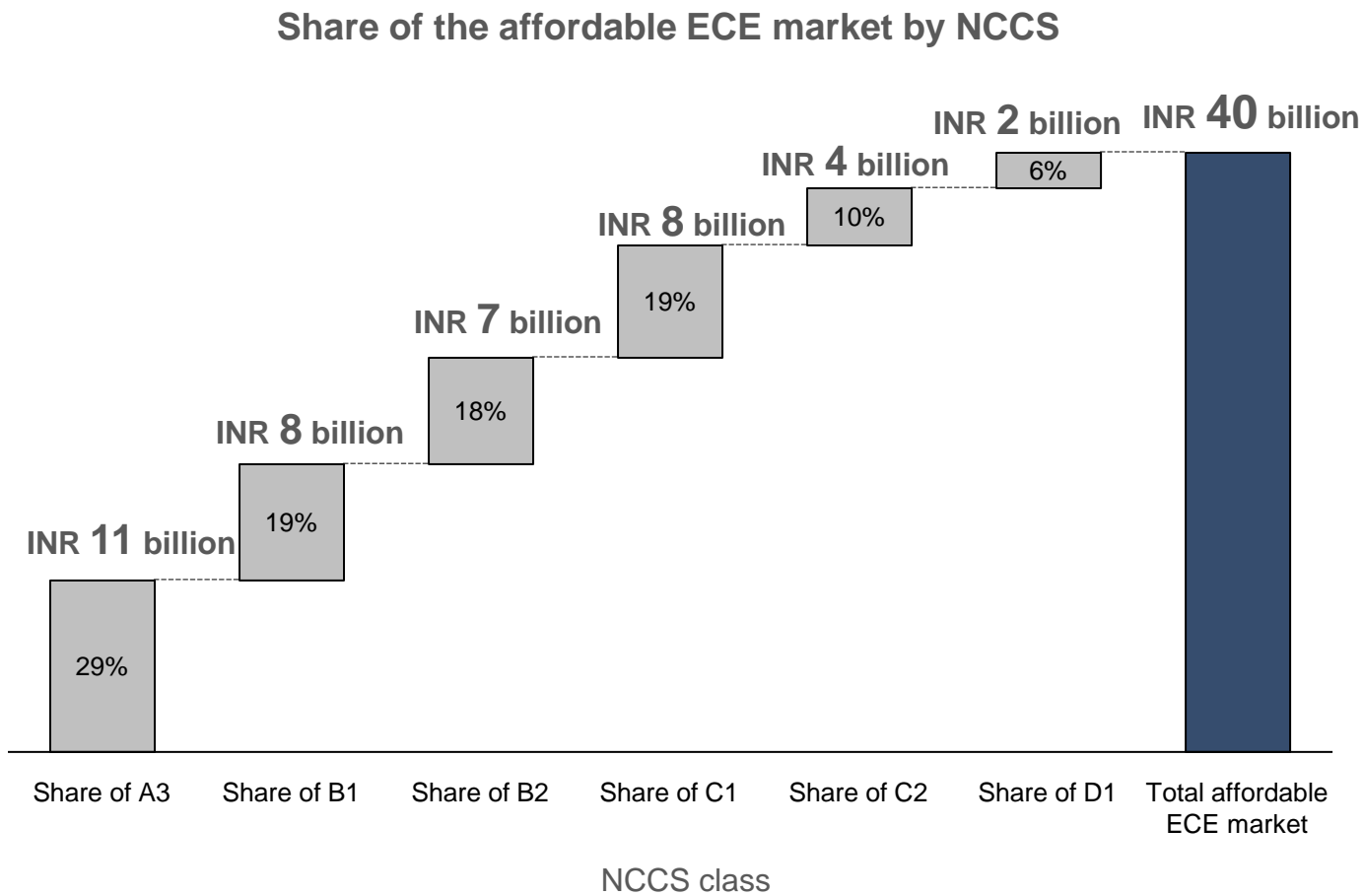


Affordable ECE market in million+ cities

Share of the affordable ECE market by city size

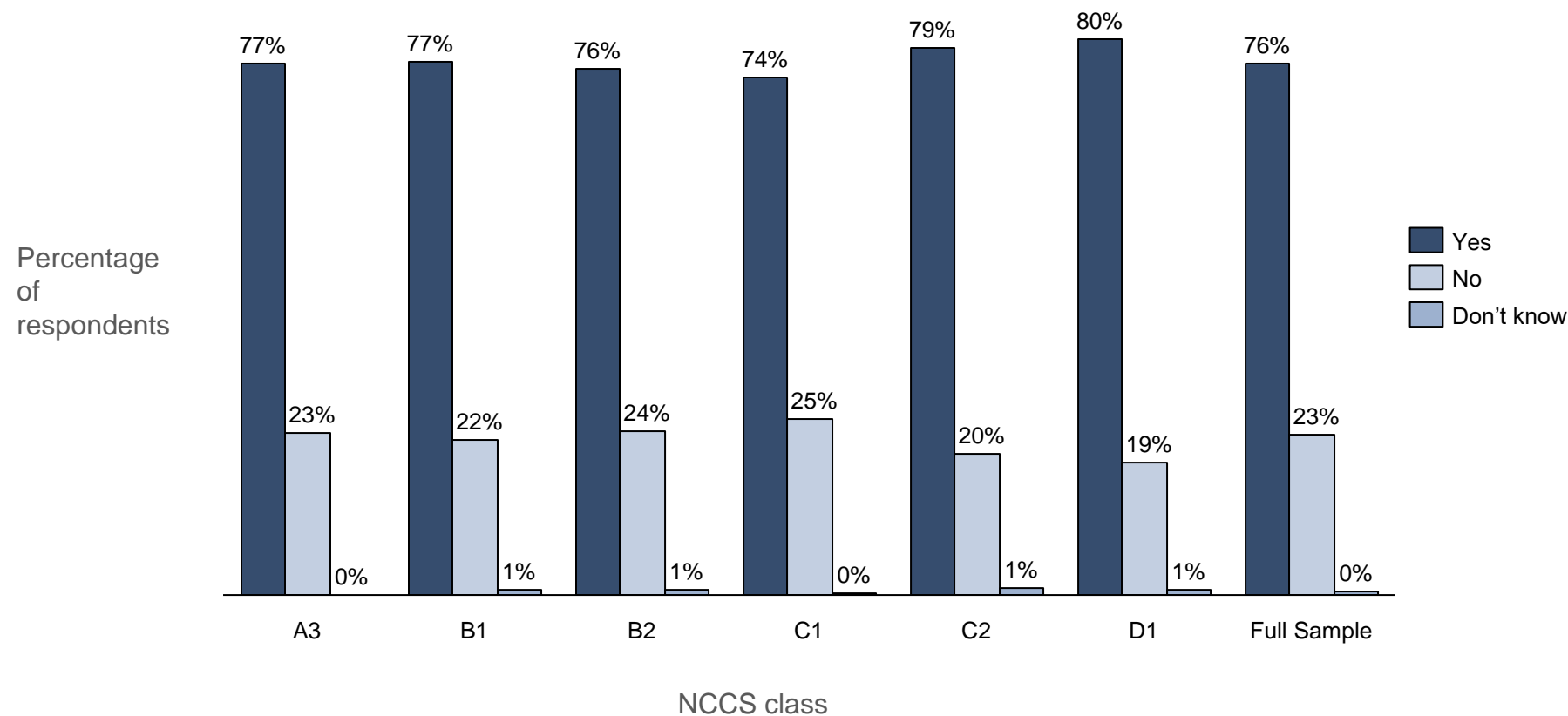


Affordable ECE market in million+ cities

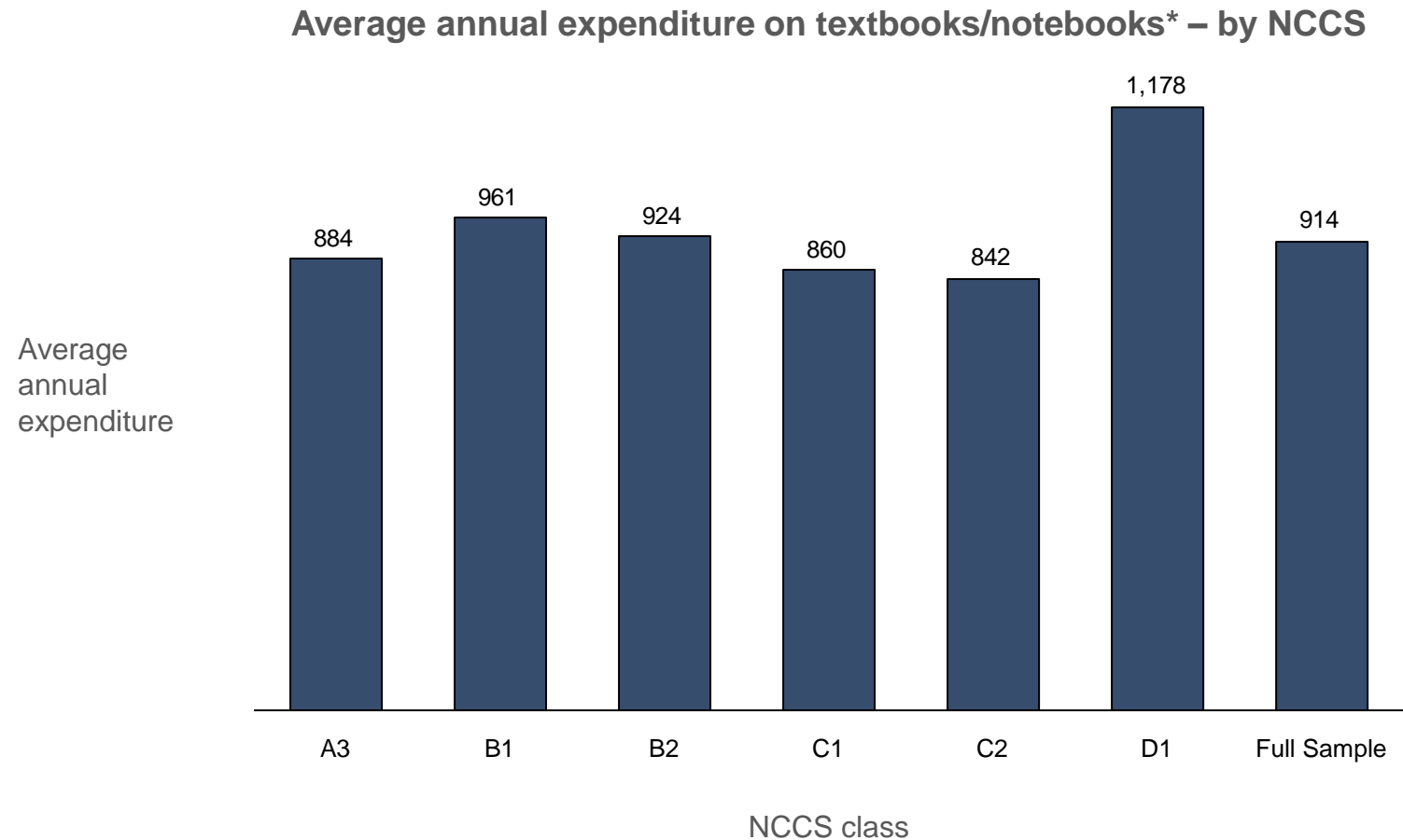


Total monthly household expenditure on ECE

Proportion of respondents that spent on textbooks/notebooks – by NCCS

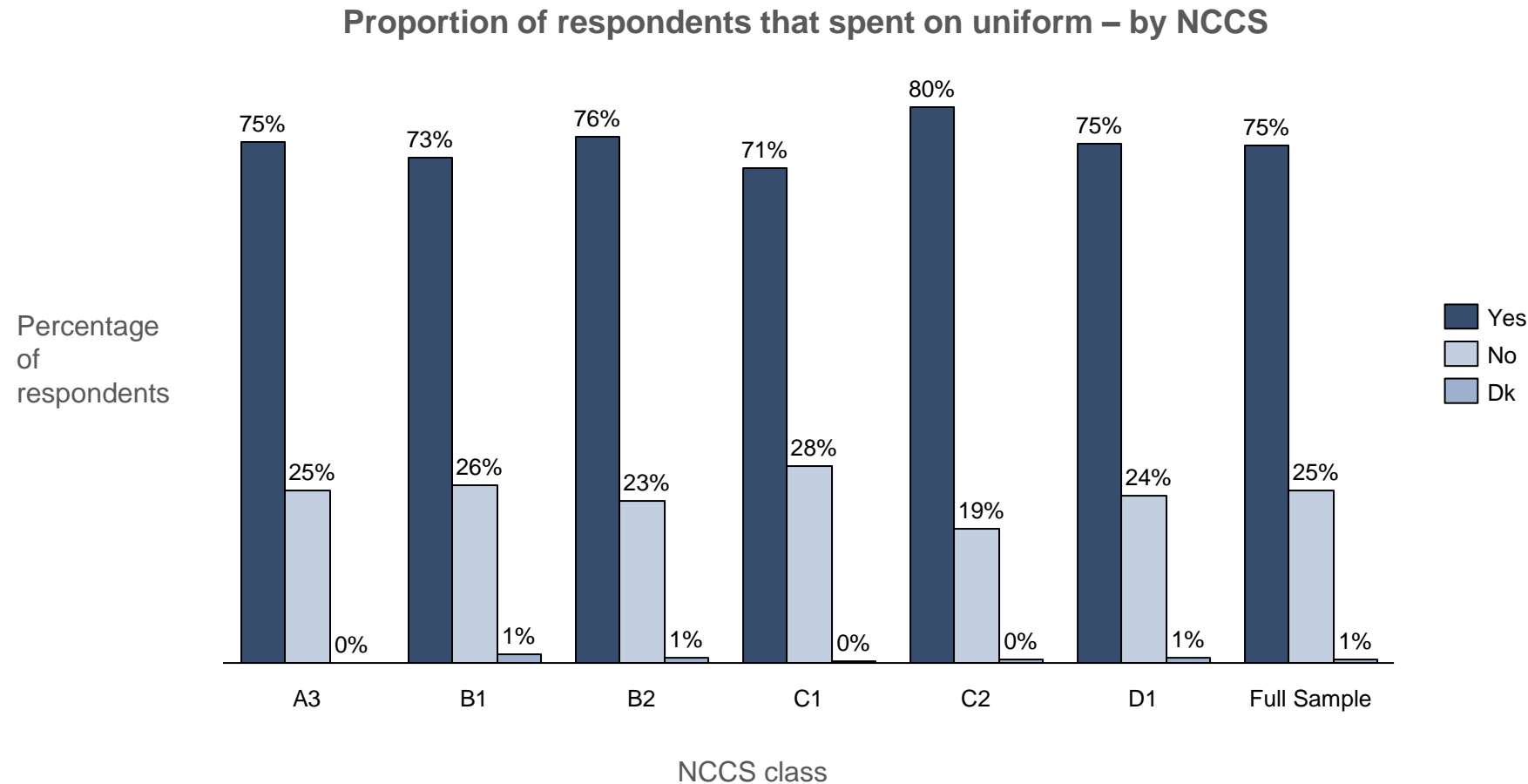


Total monthly household expenditure on ECE

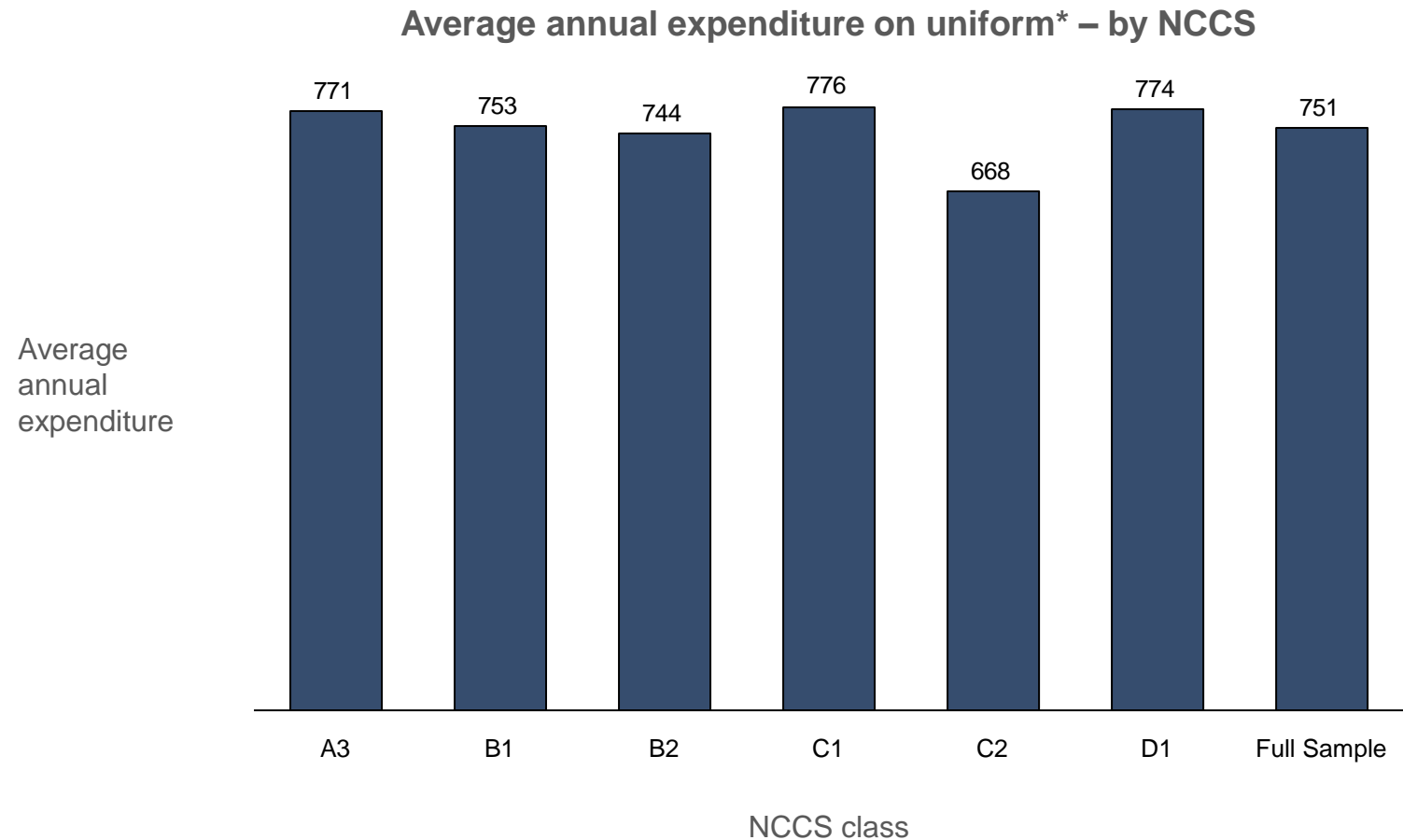


*Calculated for those respondents who incurred expense on textbooks/ notebooks

Total monthly household expenditure on ECE



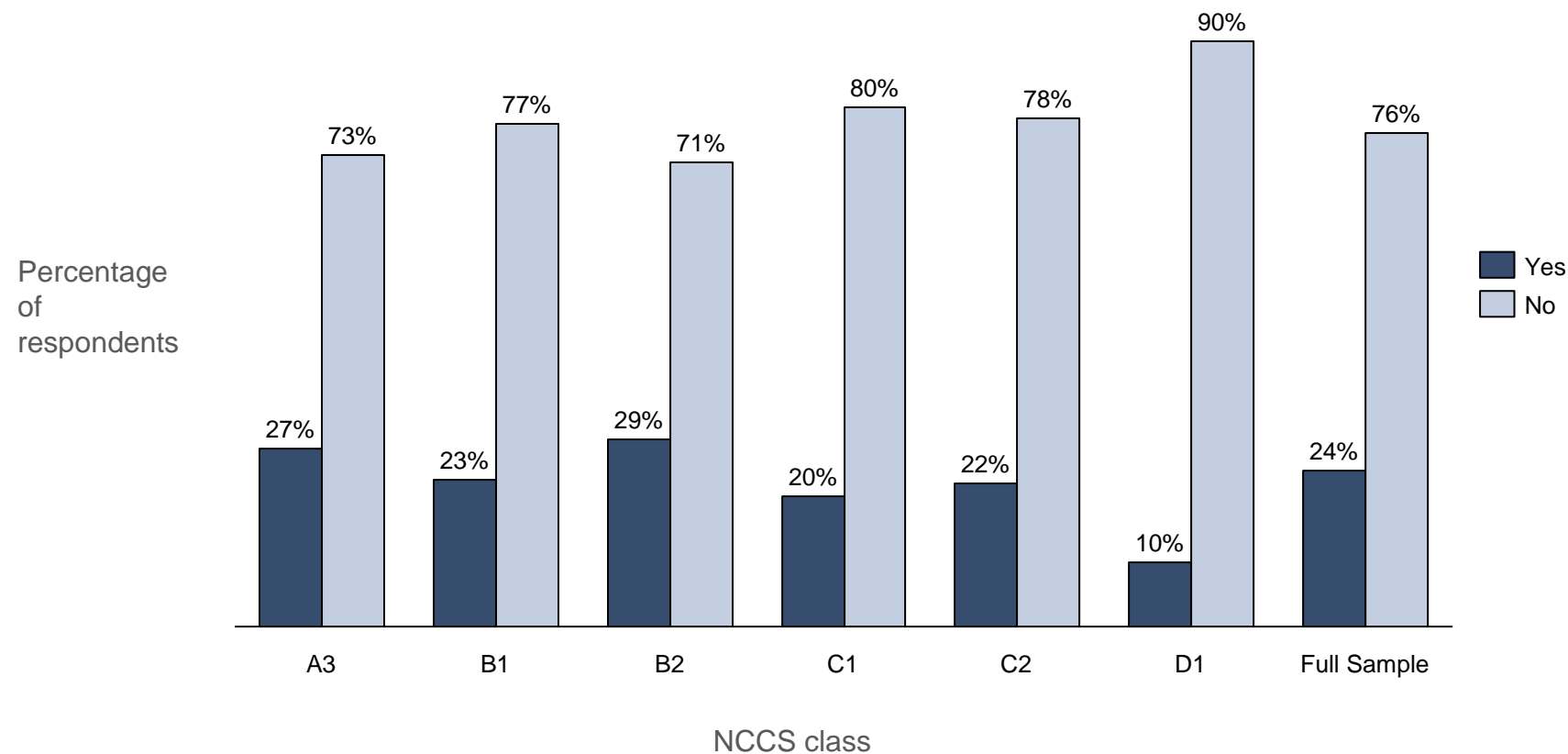
Total monthly household expenditure on ECE



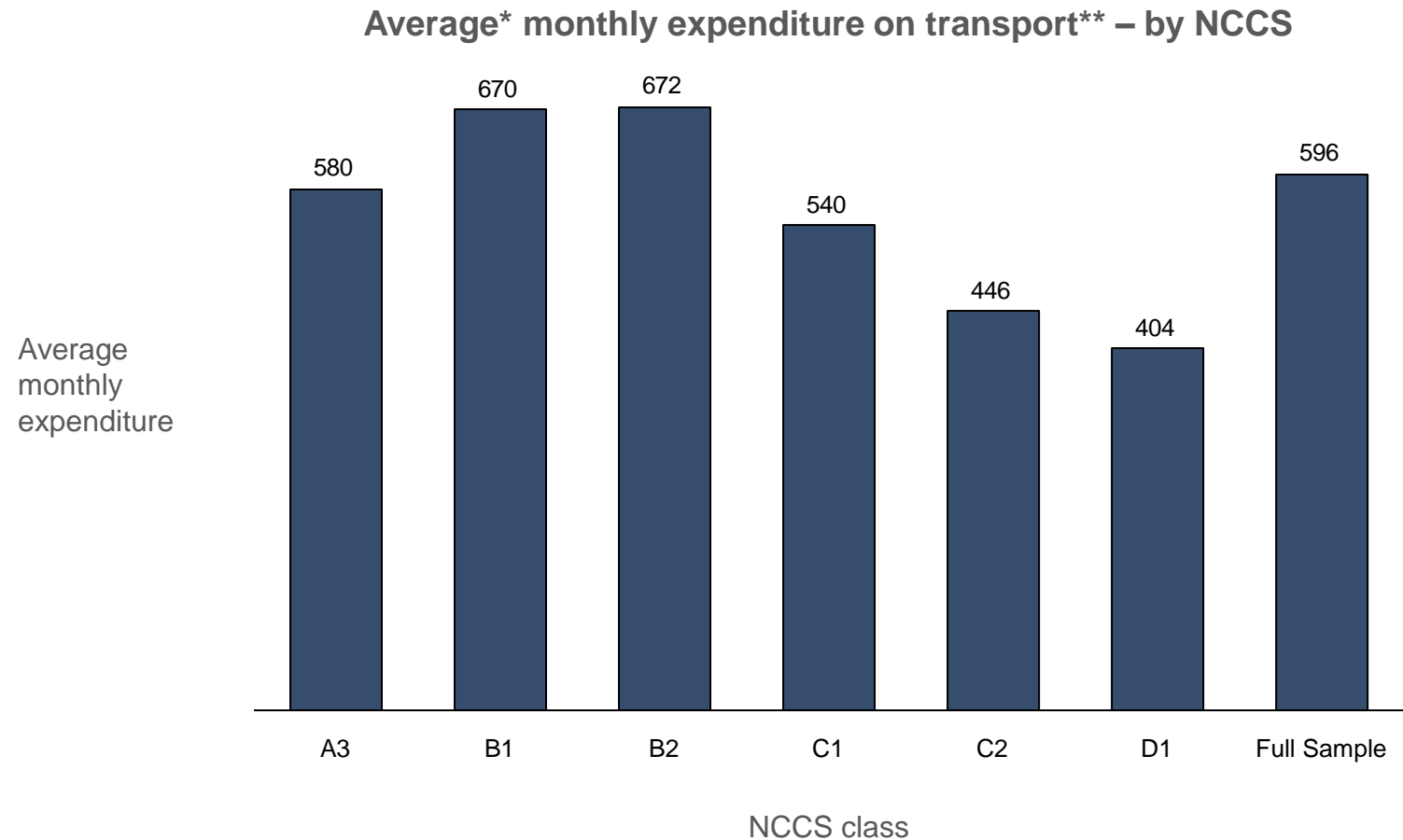
*Calculated for those respondents who incurred expense on uniforms

Total monthly household expenditure on ECE

Proportion of respondents that have a fixed mode of transport – by NCCS

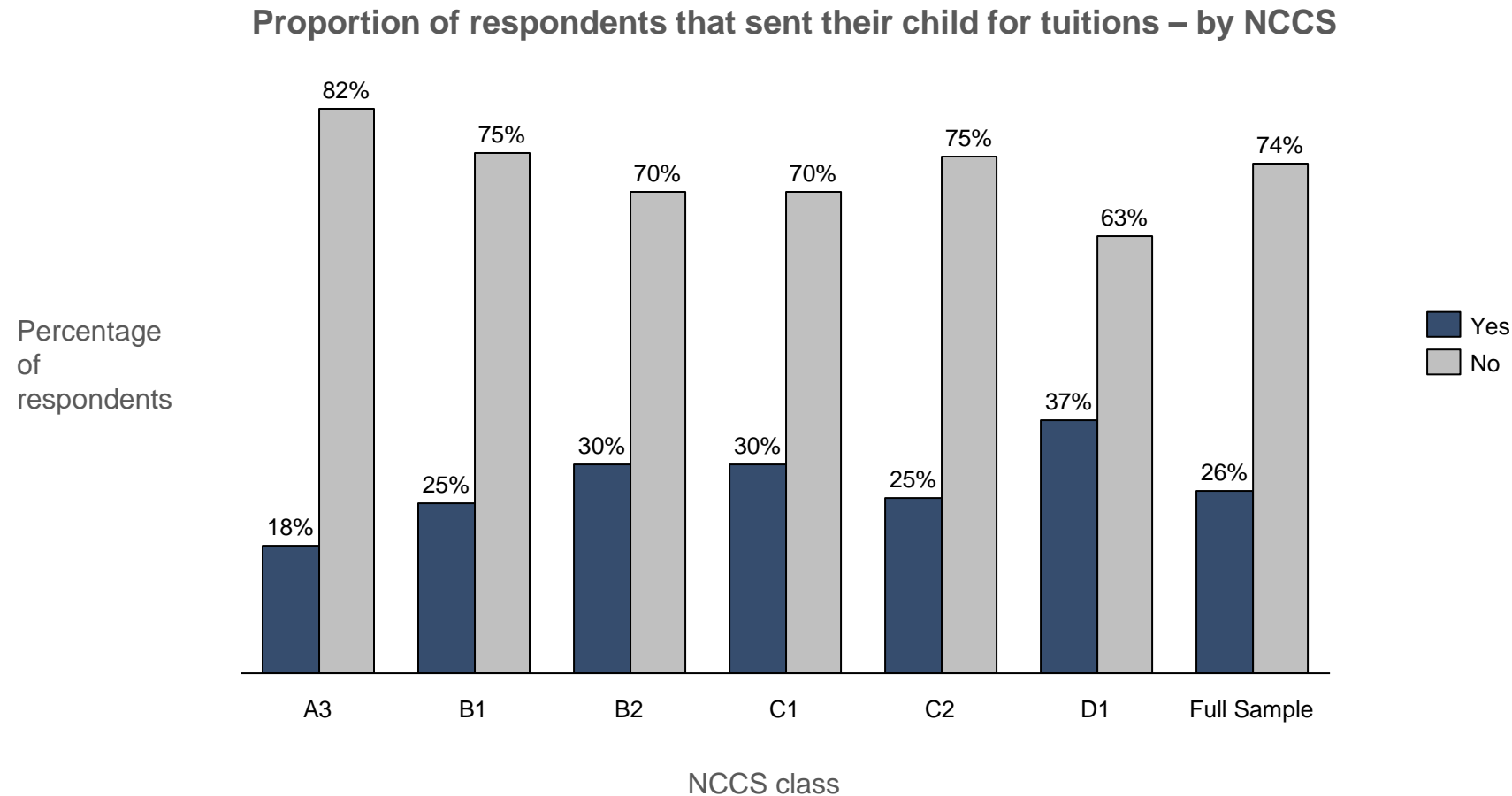


Total monthly household expenditure on ECE

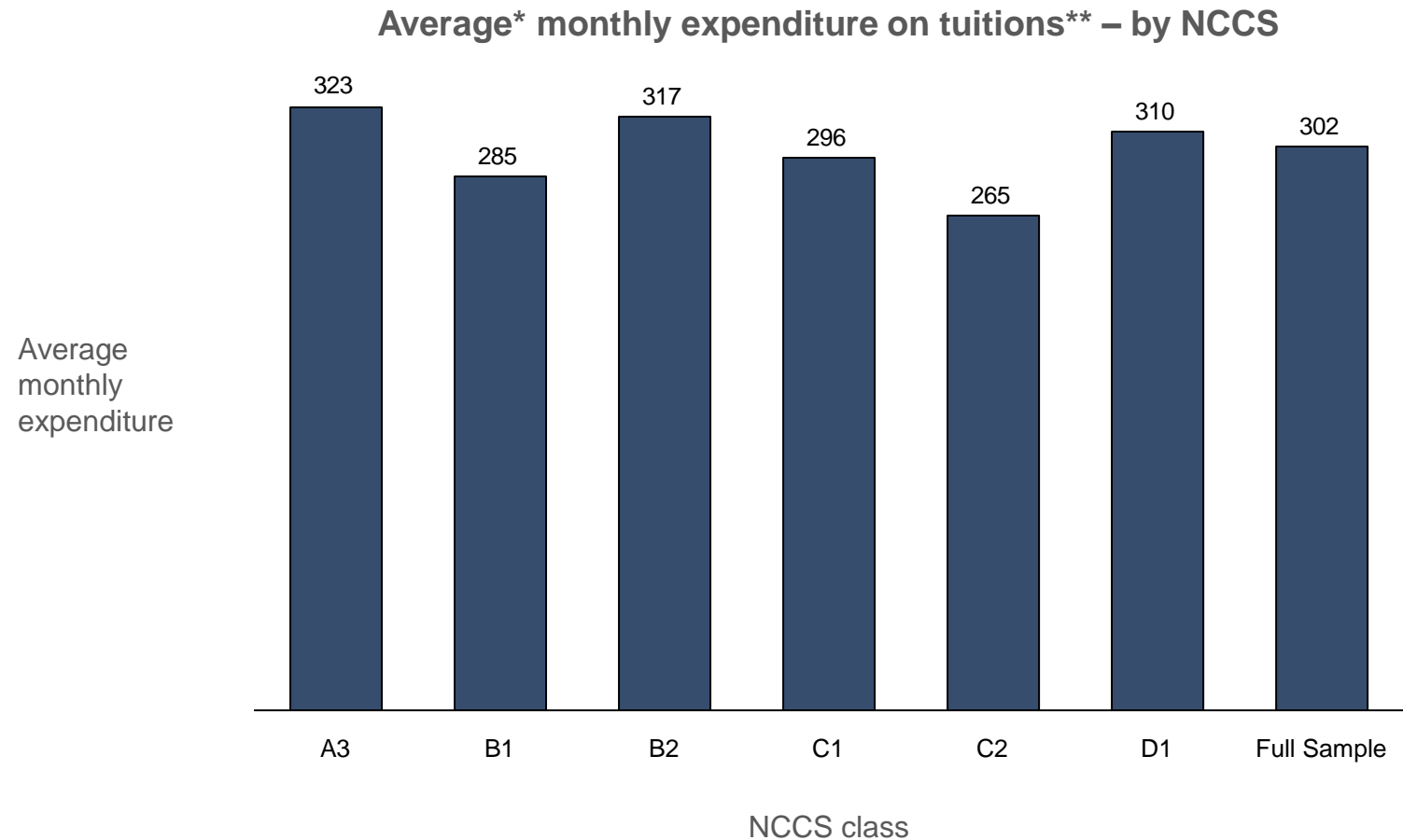


*Non-trimmed average
**Calculated for those respondents who incurred expense on a fixed mode of transport

Total monthly household expenditure on ECE



Total monthly household expenditure on ECE

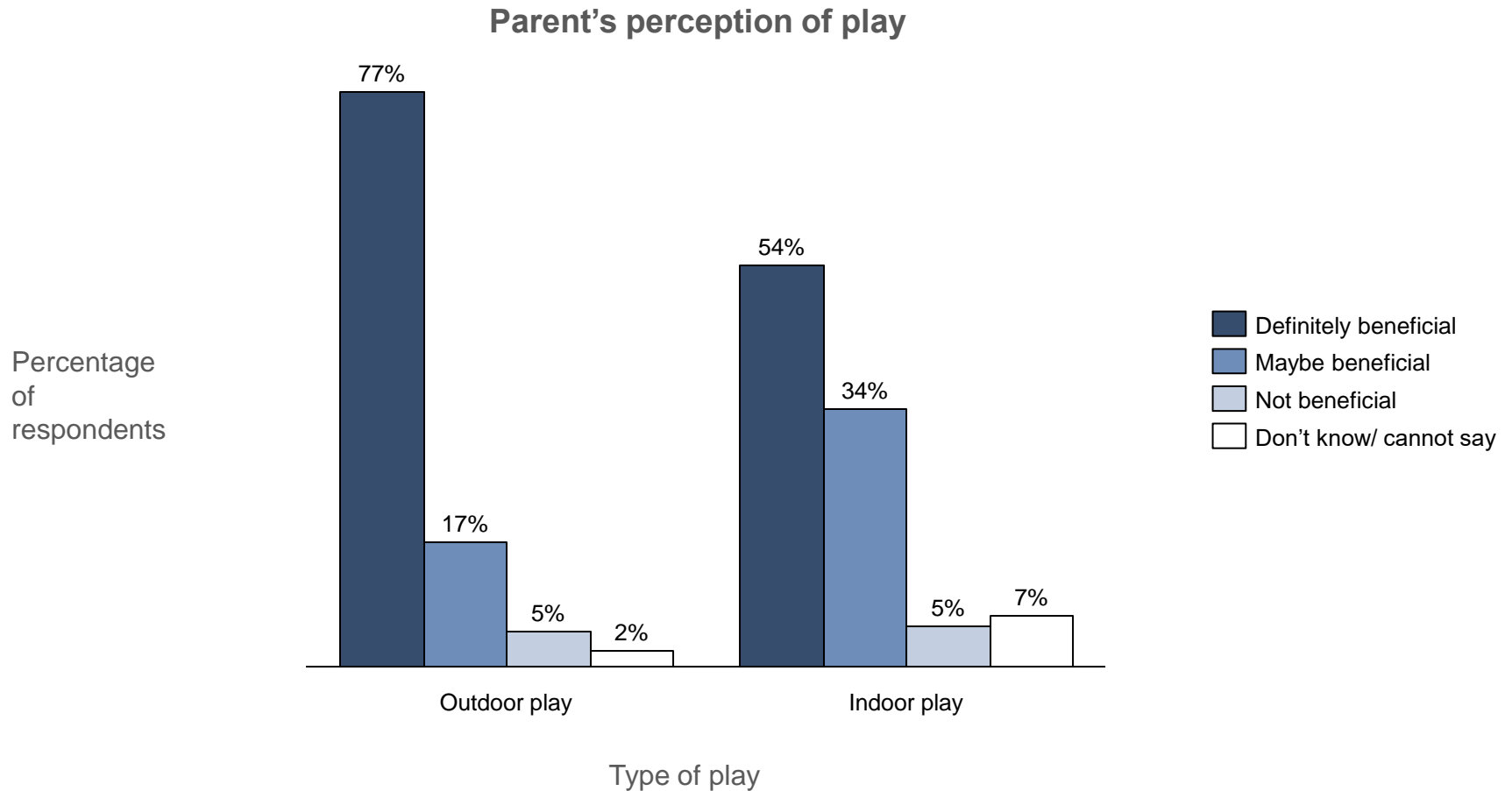


*Non-trimmed average
**Calculated for those respondents who were sending their children to tuitions

ECE Behavior and Beliefs

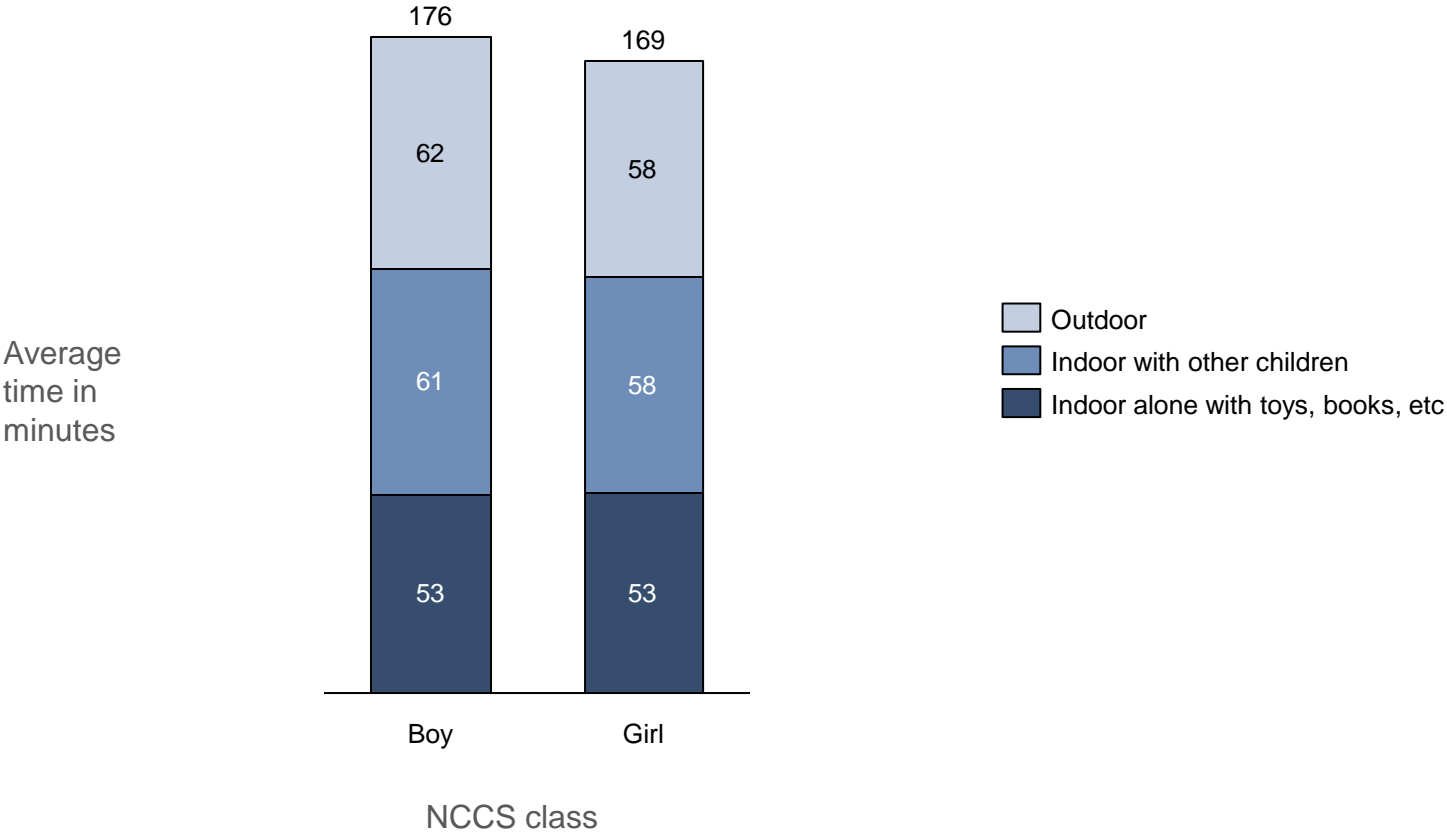
- 1 What do parents **believe** about early childhood development?
- 2 What **motivates** parents to send children for ECE?
- 3 What do parents **consider** to be 'good' ECE?
- 4 What do parents **look for** when selecting an ECE provider?
- 5 How do parents **gather information** when selecting an ECE provider?
- 6 What do parents **expect** from their ECE provider and how do they **monitor** the provider, post admission?
- 7 How are parents and providers **engaging** with each other?
- 8 Could better educated mothers be **early adopters** of 'good' ECE practices?

What do parents believe about early childhood development?

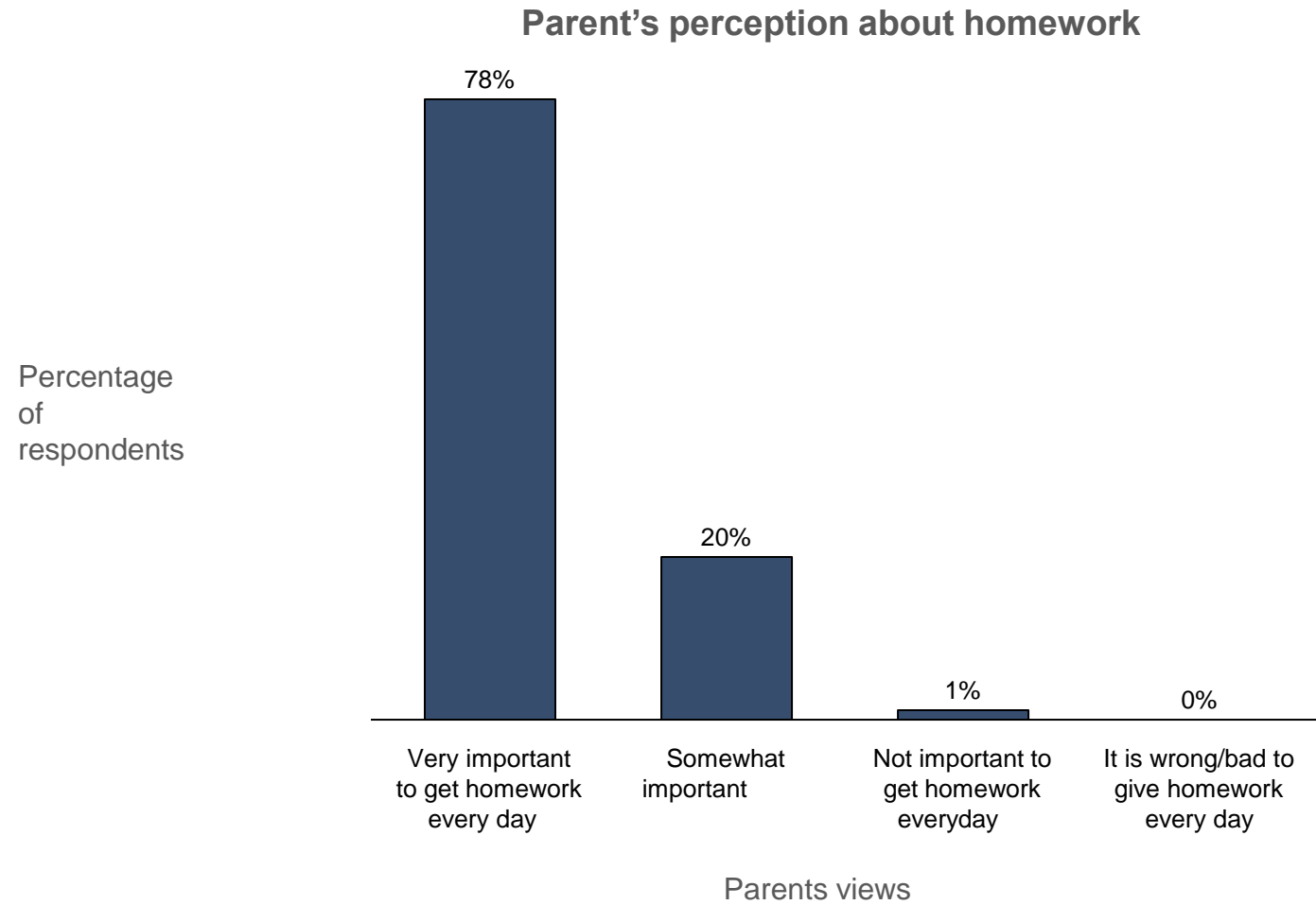


What do parents believe about early childhood development?

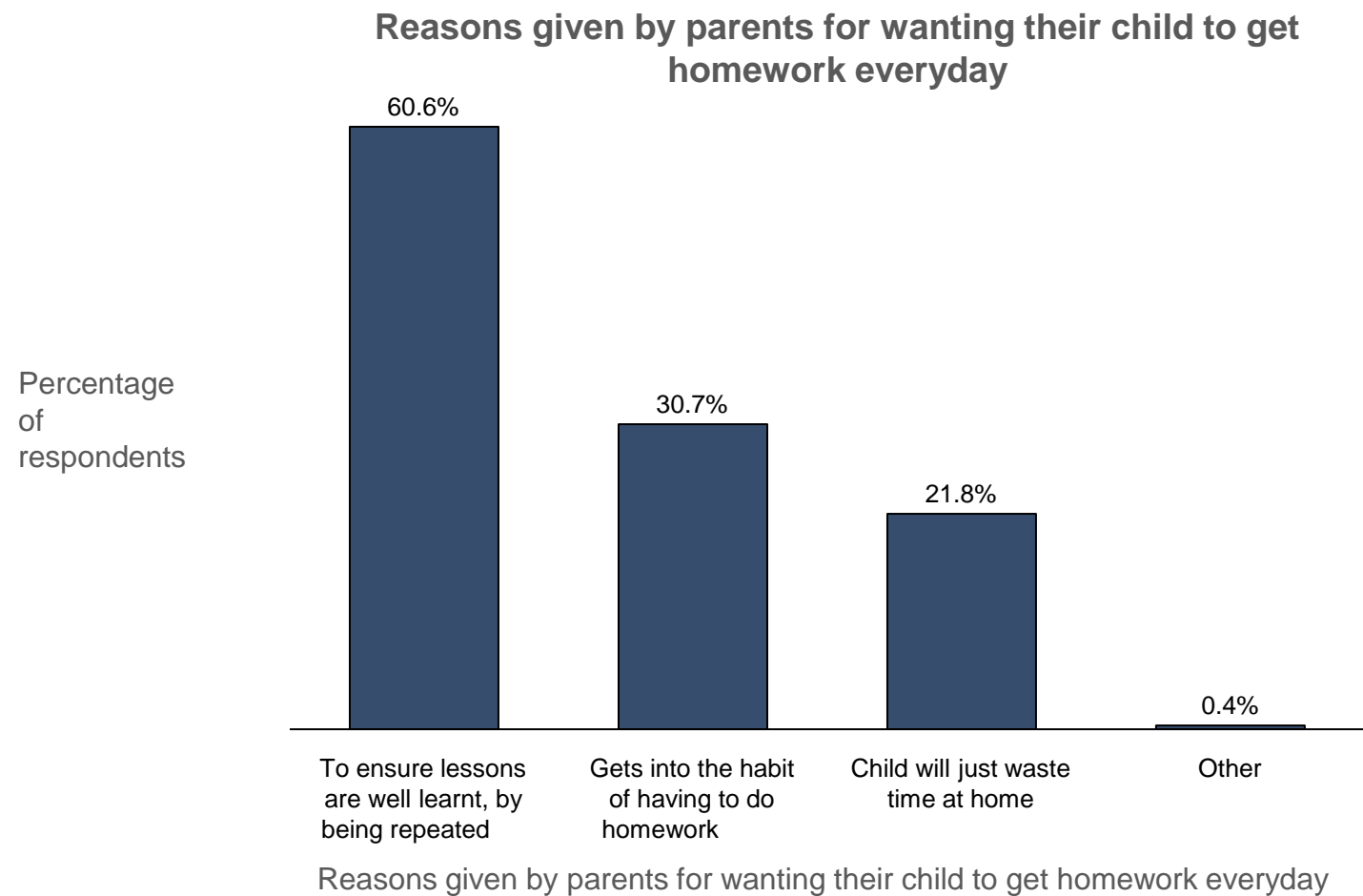
Average time spent by child on play – by Gender



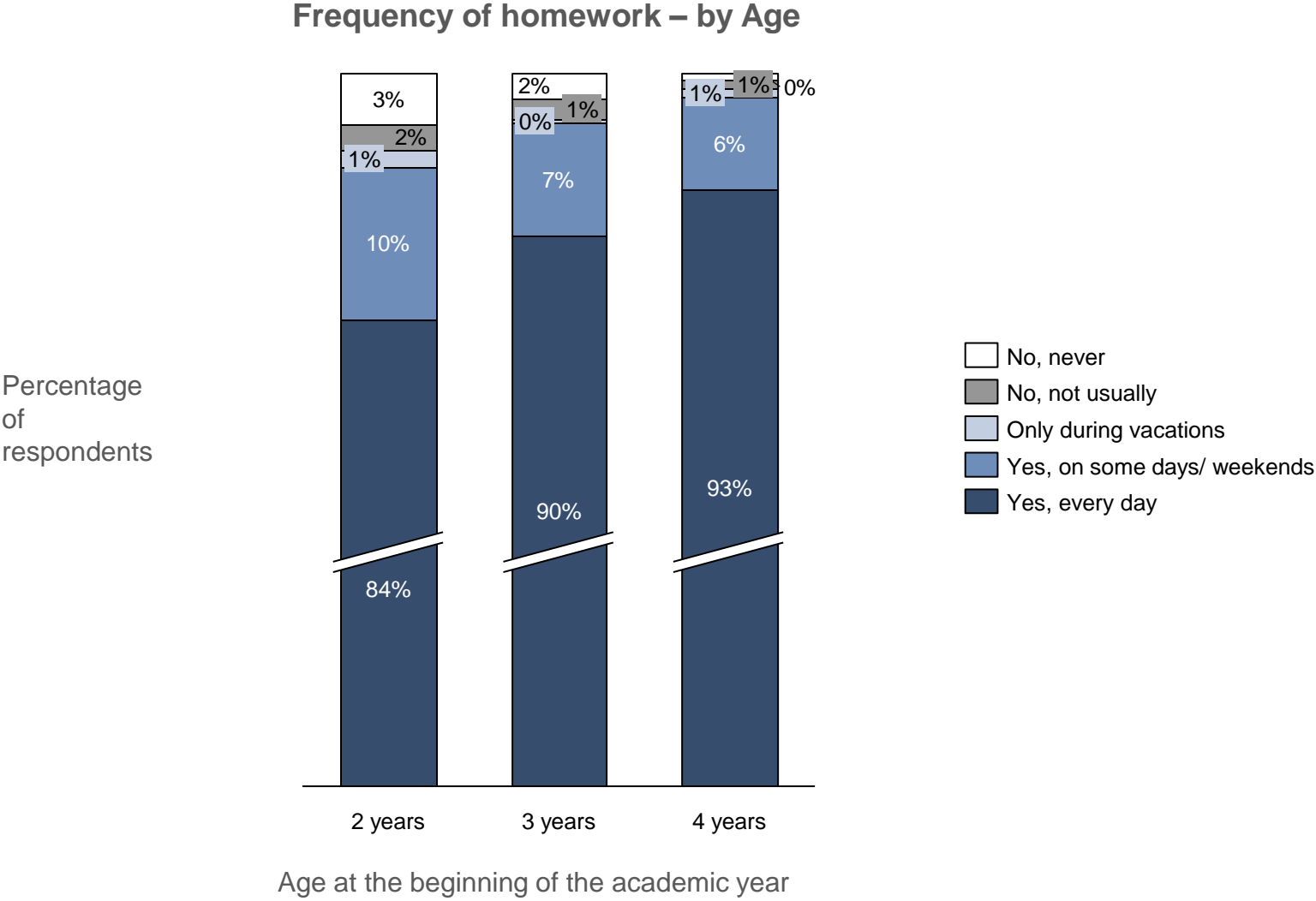
What do parents consider to be ‘good’ ECE?



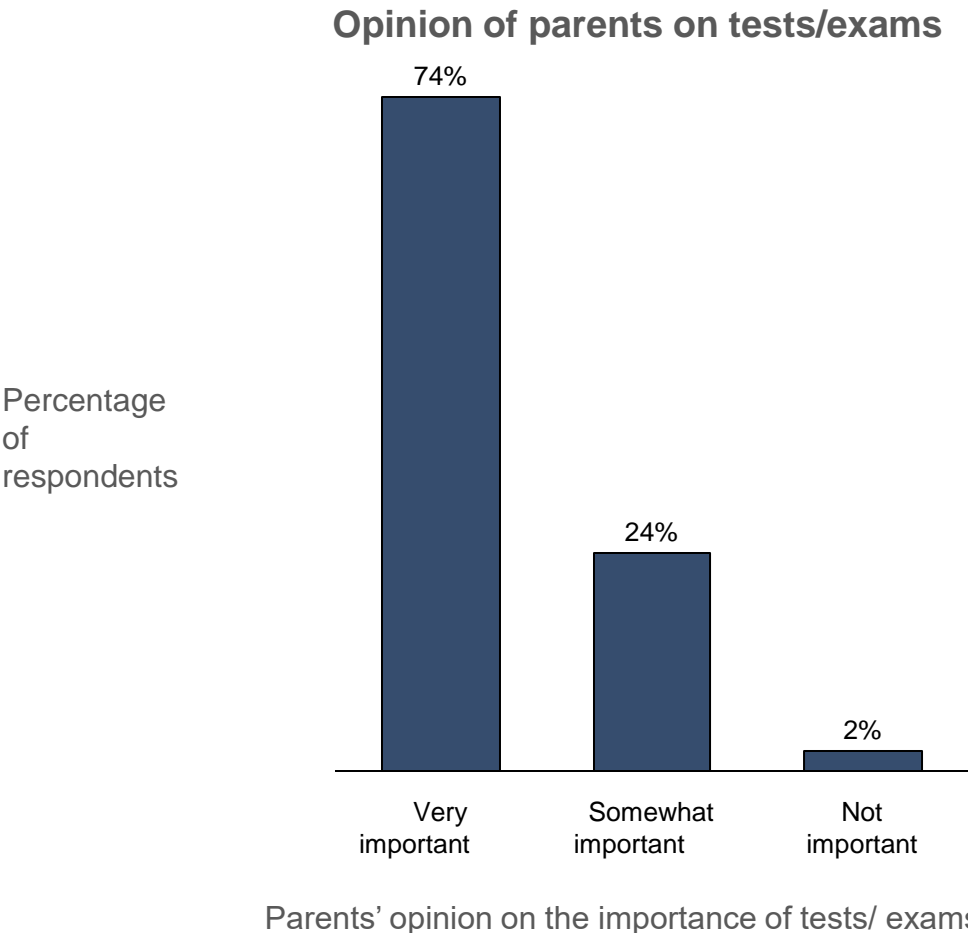
What do parents consider to be ‘good’ ECE?



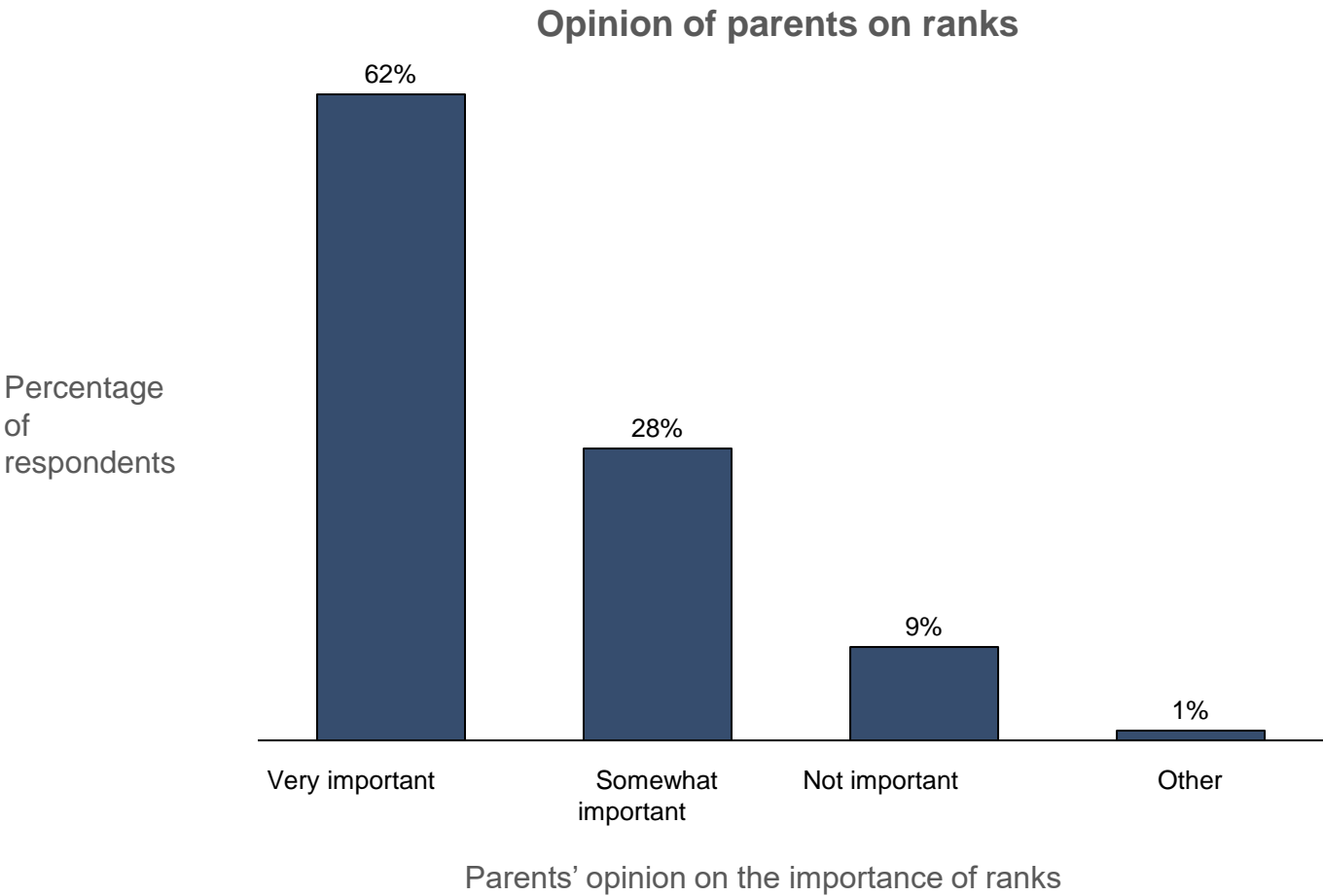
What do parents consider to be ‘good’ ECE?



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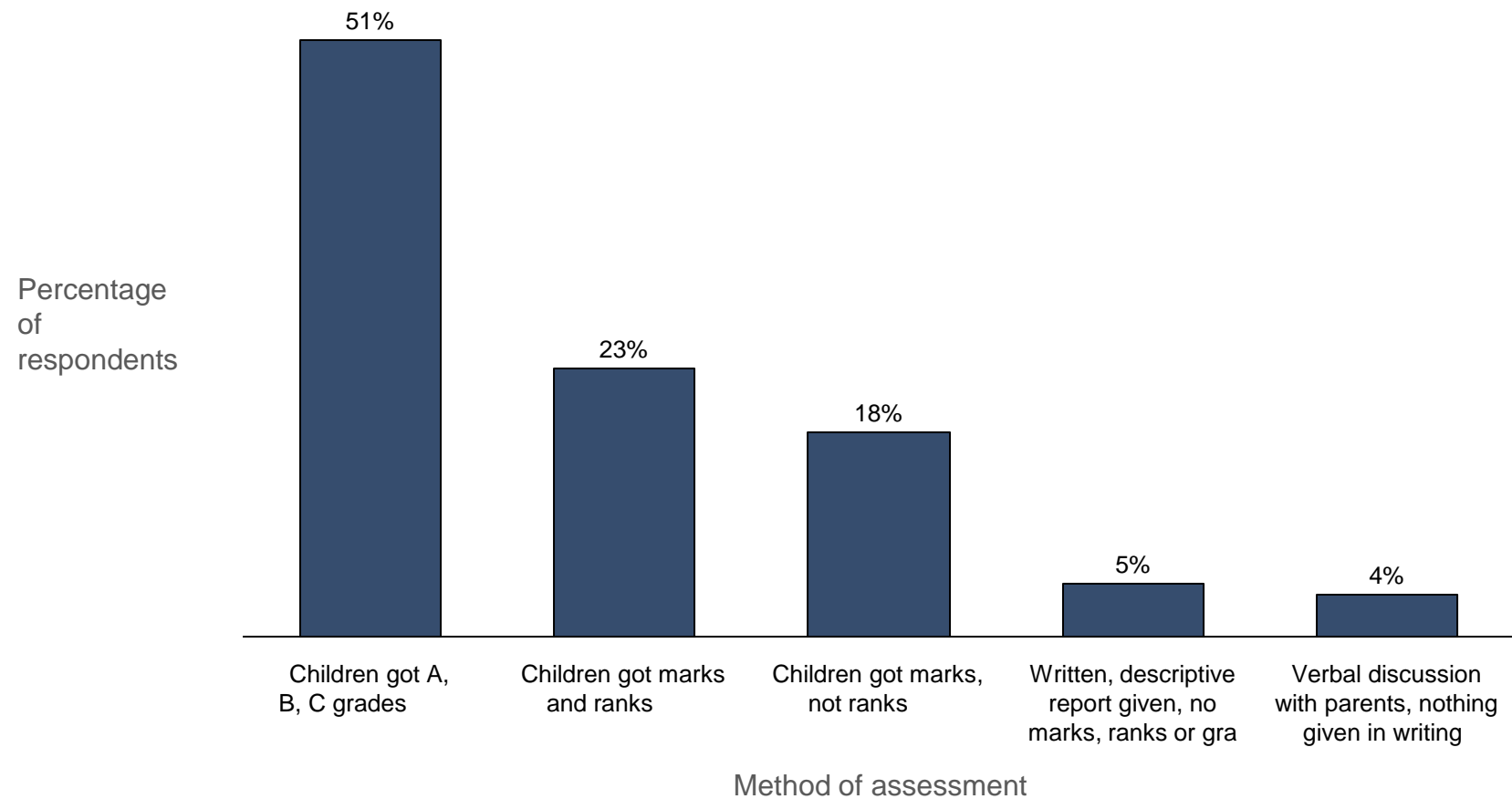
What do parents consider to be 'good' ECE?

Prevalence of regular testing– by City

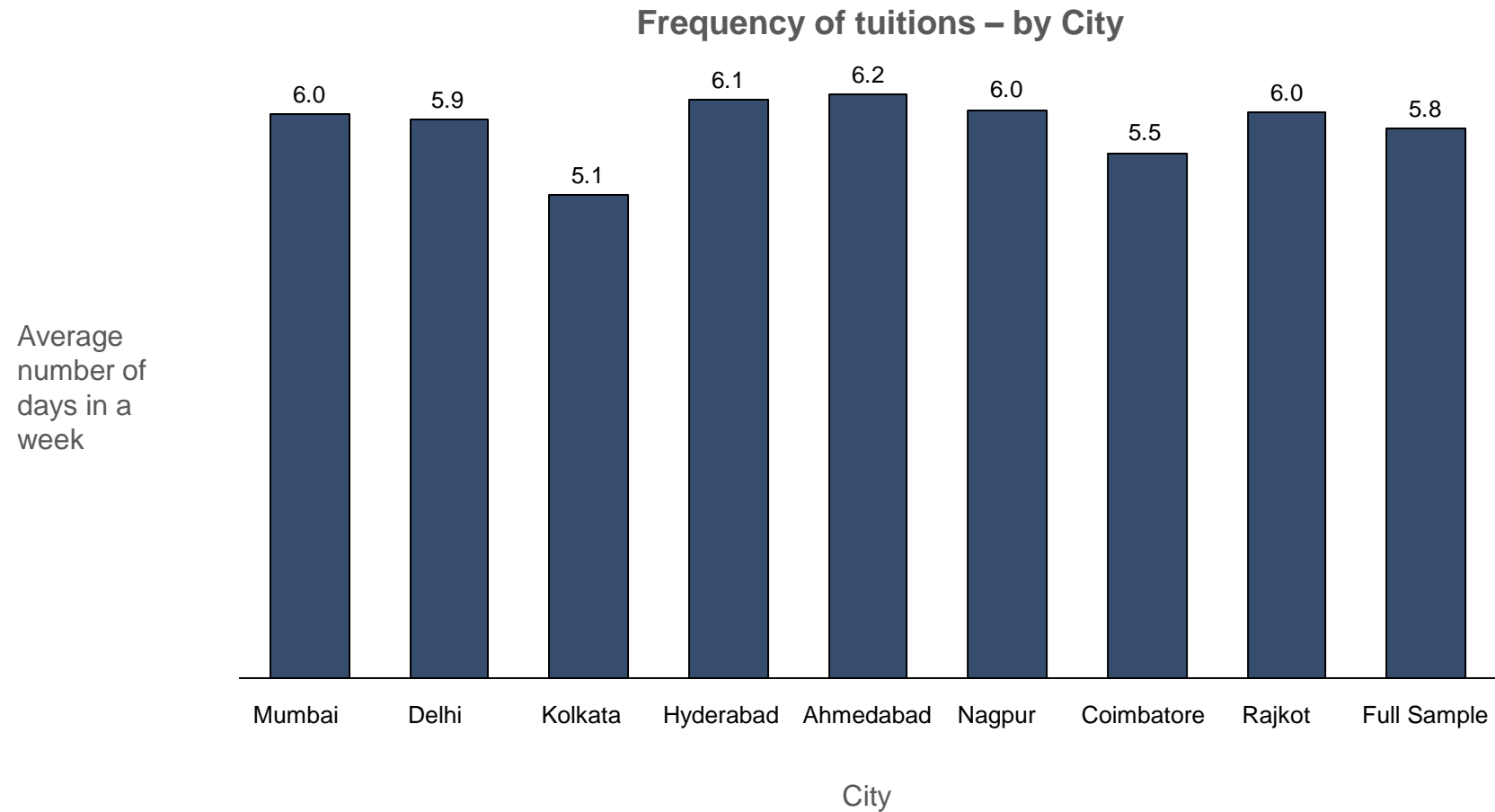
Frequency with which tests are conducted	Mumbai	Delhi	Kolkata	Hyderabad	Ahmedabad	Nagpur	Coimbatore	Rajkot
Every week	18%	2%	9%	33%	29%	3%	18%	45%
Every month/ 2 months	46%	36%	25%	56%	50%	72%	44%	31%
At the end of each term/every 3-4 months	32%	43%	52%	11%	16%	24%	24%	8%
Every 6 months	4%	1%	12%	1%	2%	0%	0%	9%
At the end of each year	1%	0%	0%	0%	0%	0%	0%	3%
Not regular but once in a while	1%	7%	0%	0%	0%	1%	2%	0%
There are no tests or exams	1%	11%	1%	0%	4%	0%	12%	4%

What do parents consider to be 'good' ECE?

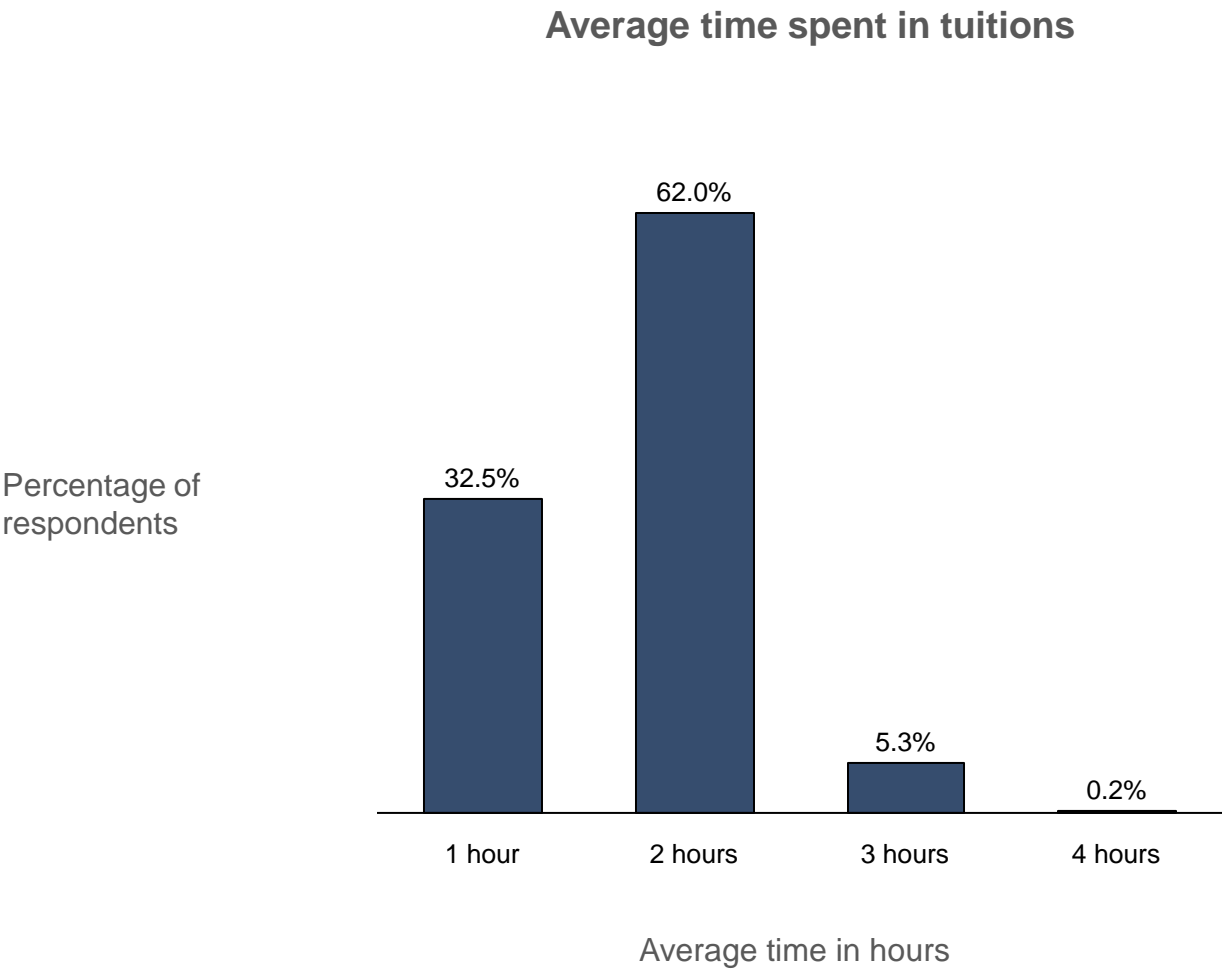
Method of assessment being used by the school



What do parents consider to be ‘good’ ECE?

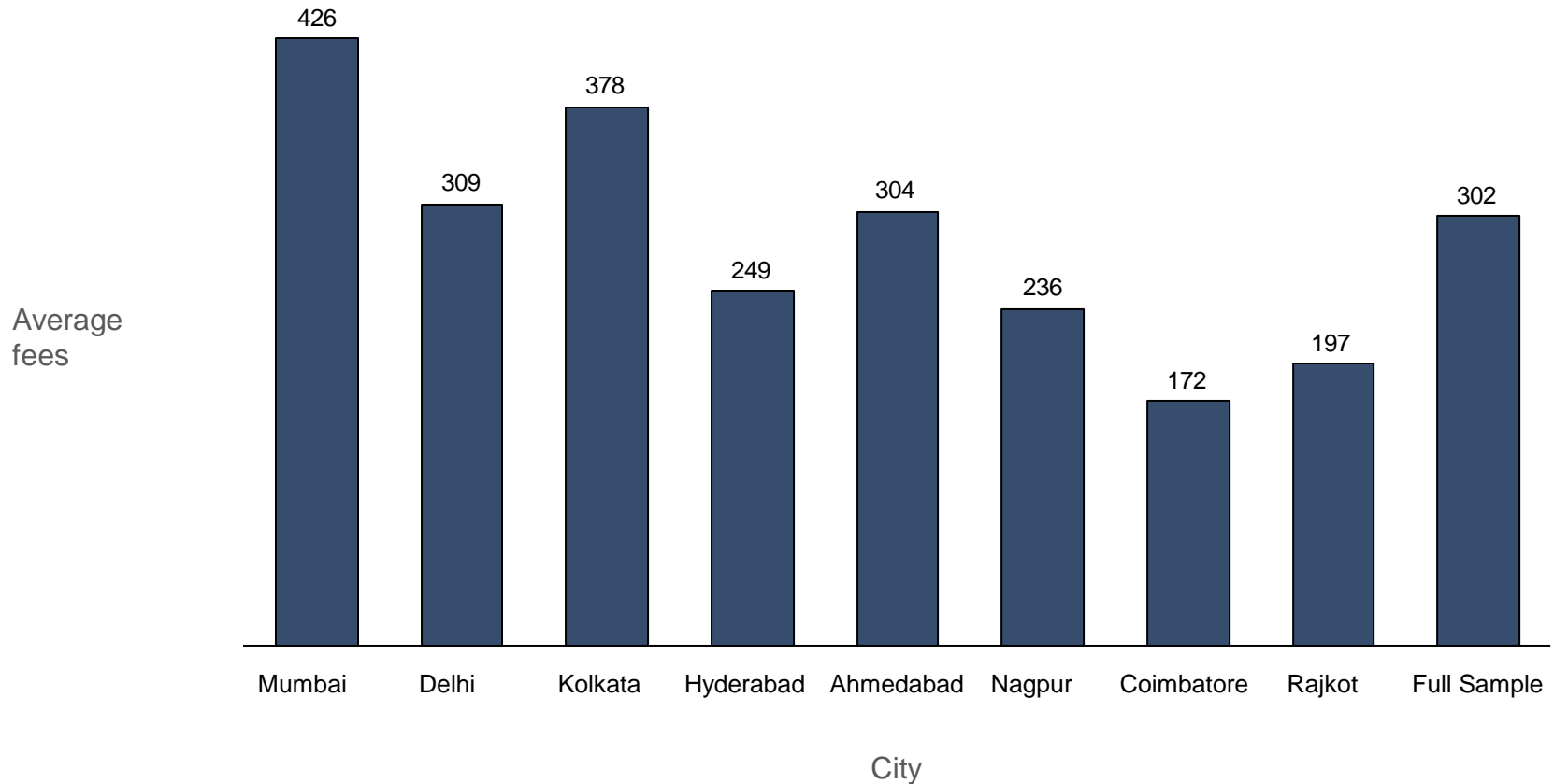


What do parents consider to be ‘good’ ECE?



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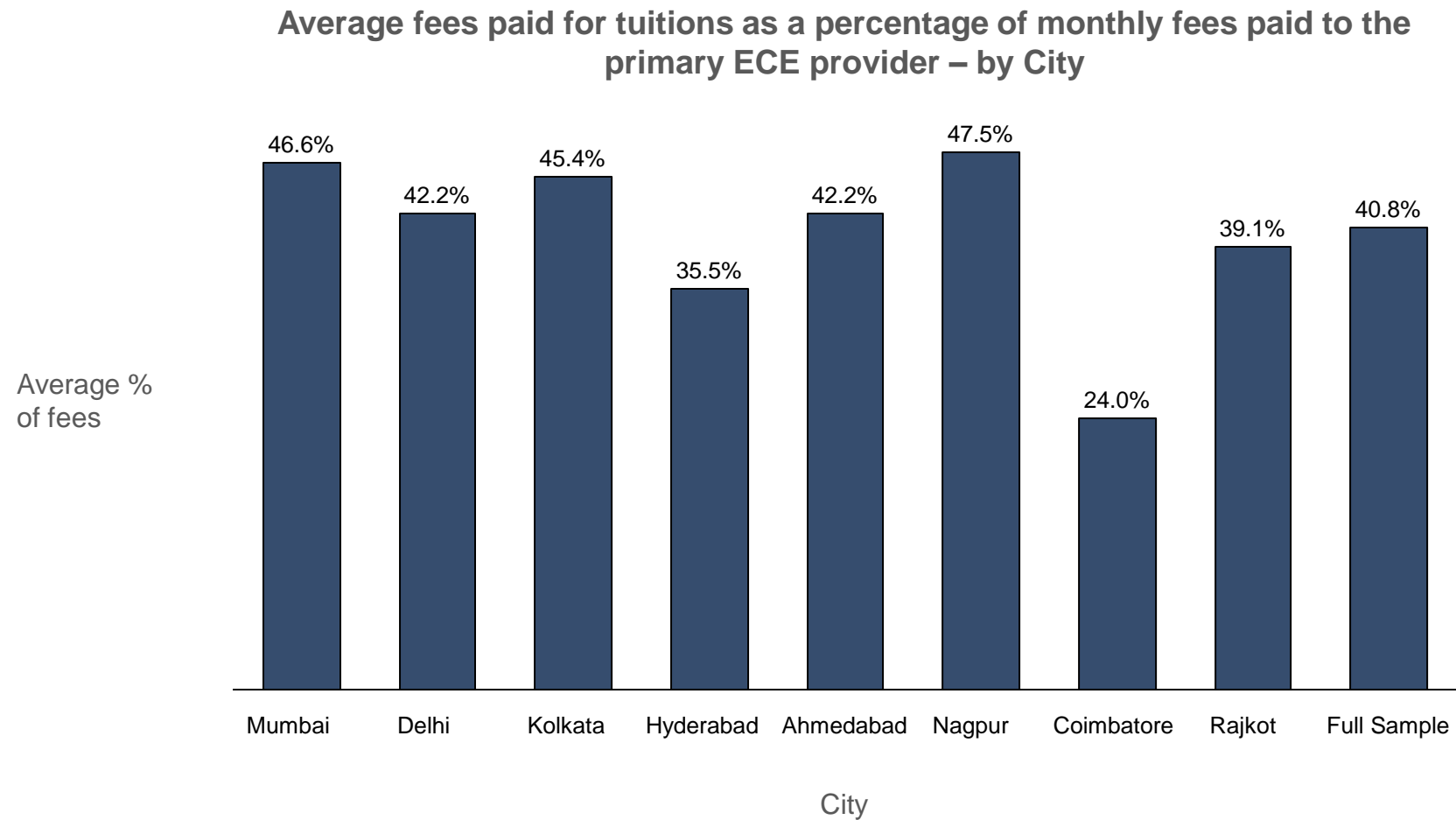
Average* fees paid for tuitions** – by City



*Non-trimmed average

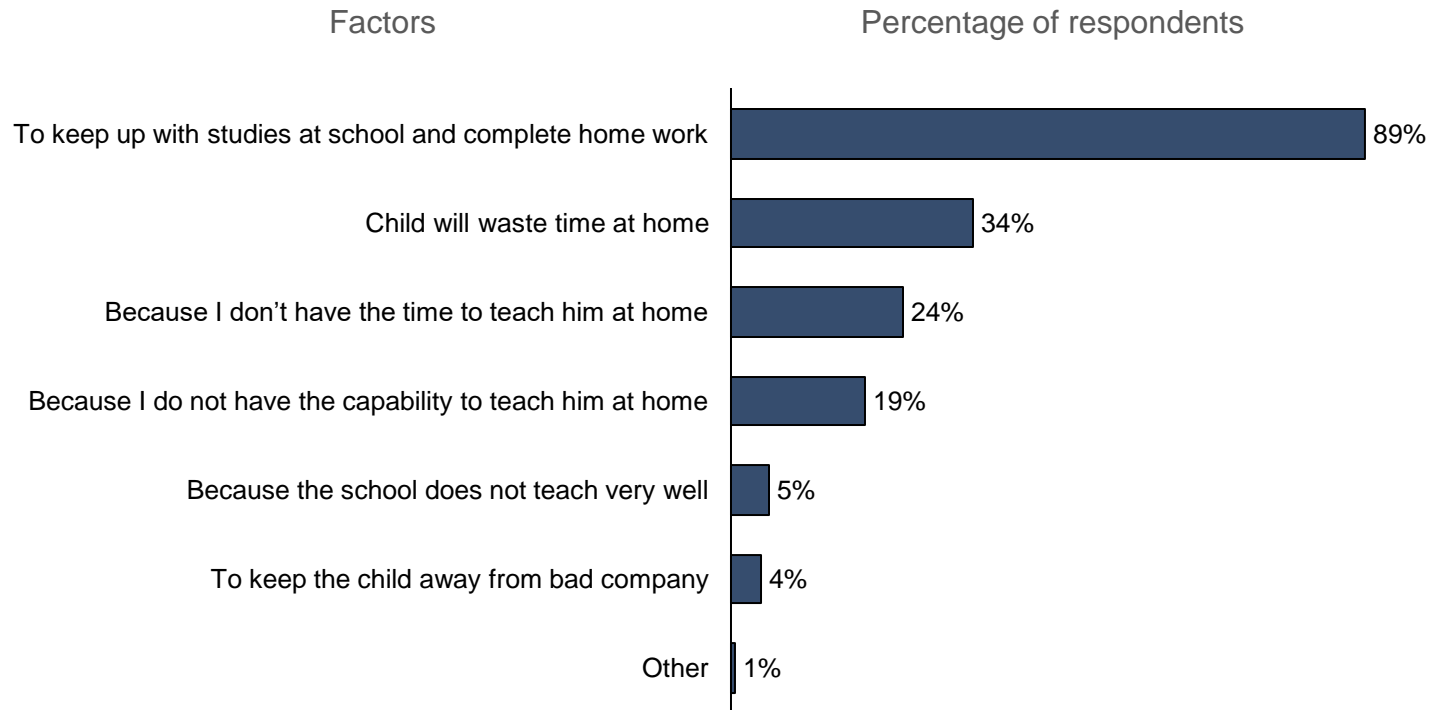
**Calculated for those respondents who were sending their children to tuitions

What do parents consider to be ‘good’ ECE?



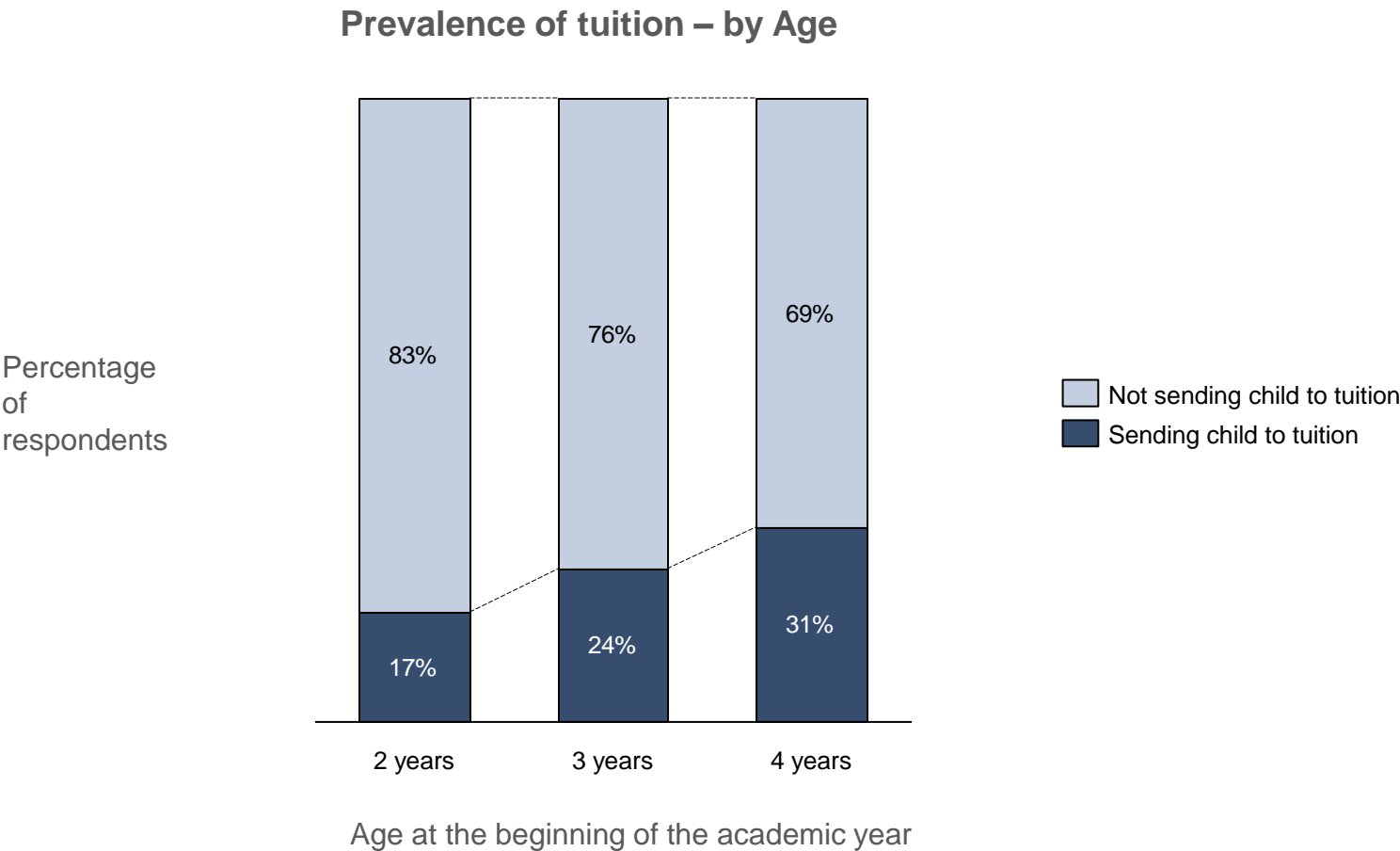
What do parents consider to be 'good' ECE?

Reasons for sending the child to tuition classes*

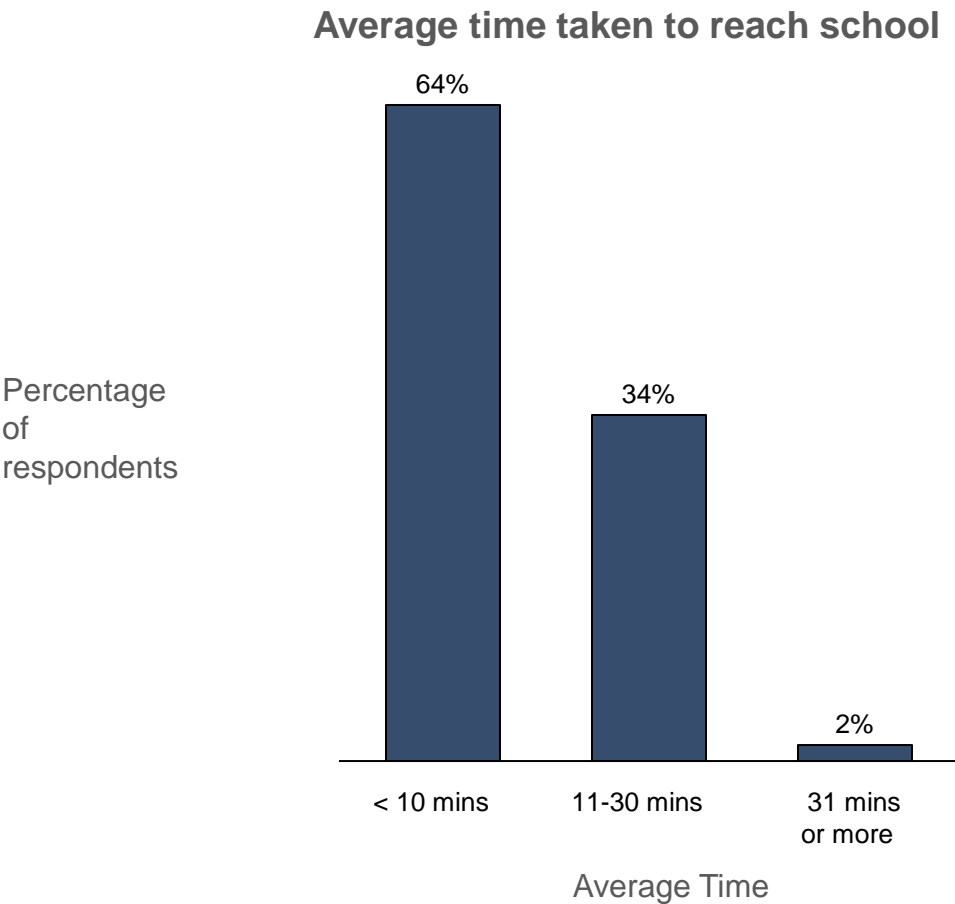


* This question was only posed to parents who were sending their children to tuitions

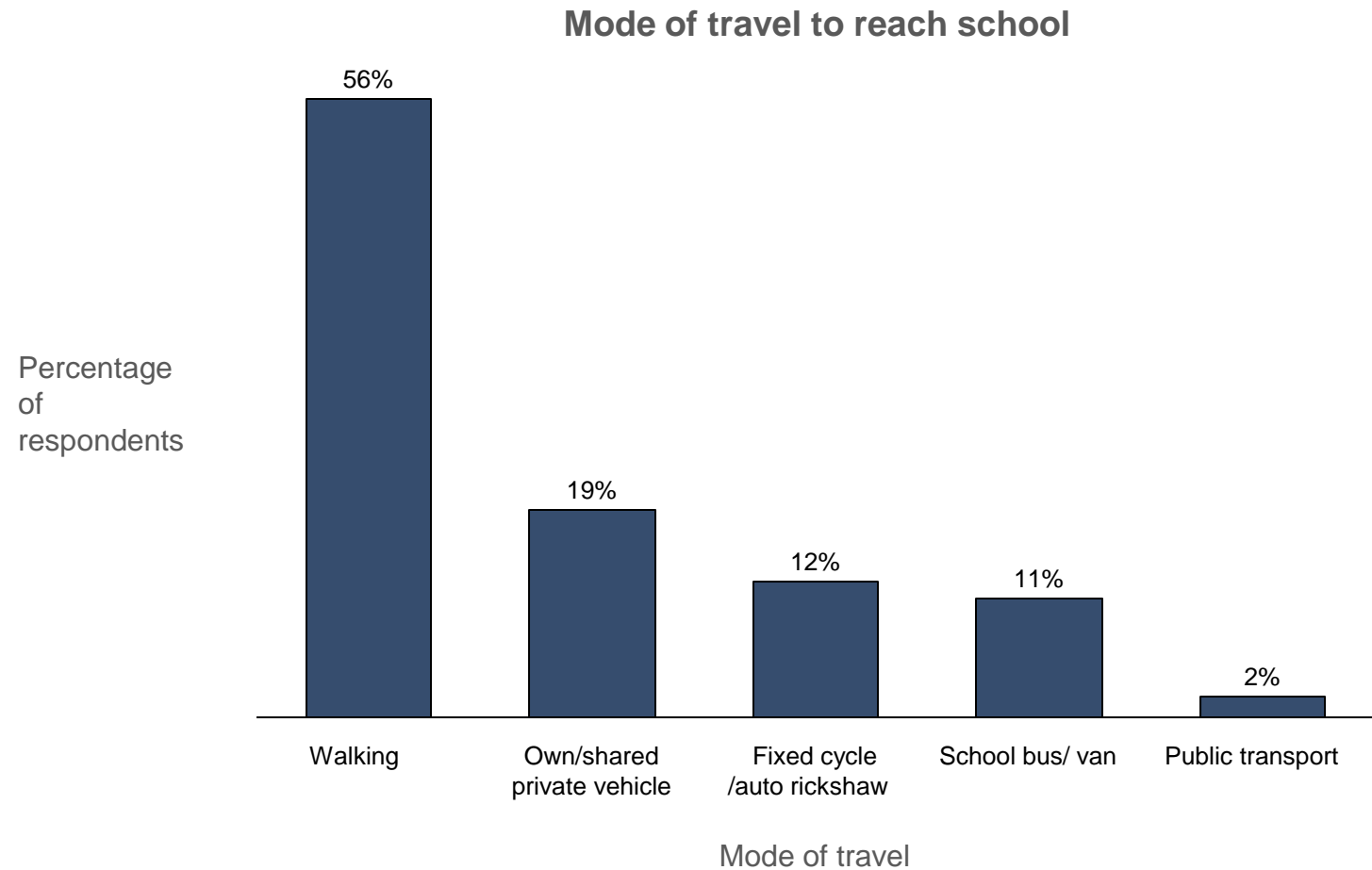
What do parents consider to be ‘good’ ECE?



What do parents look for when selecting an ECE provider?

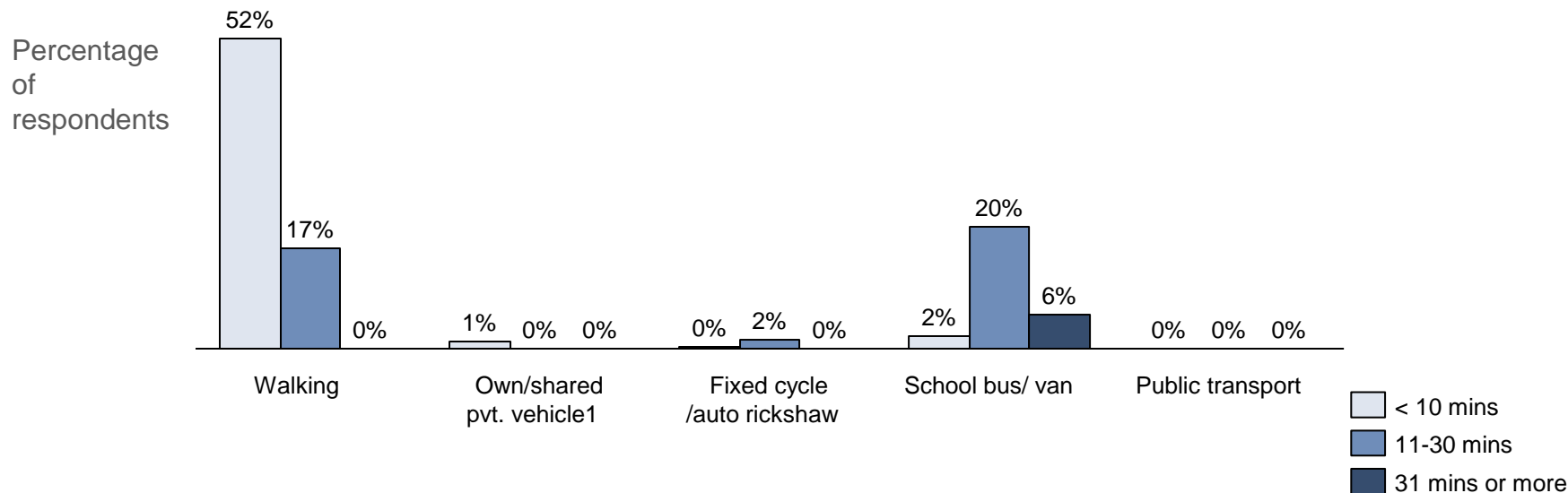


What do parents look for when selecting an ECE provider?

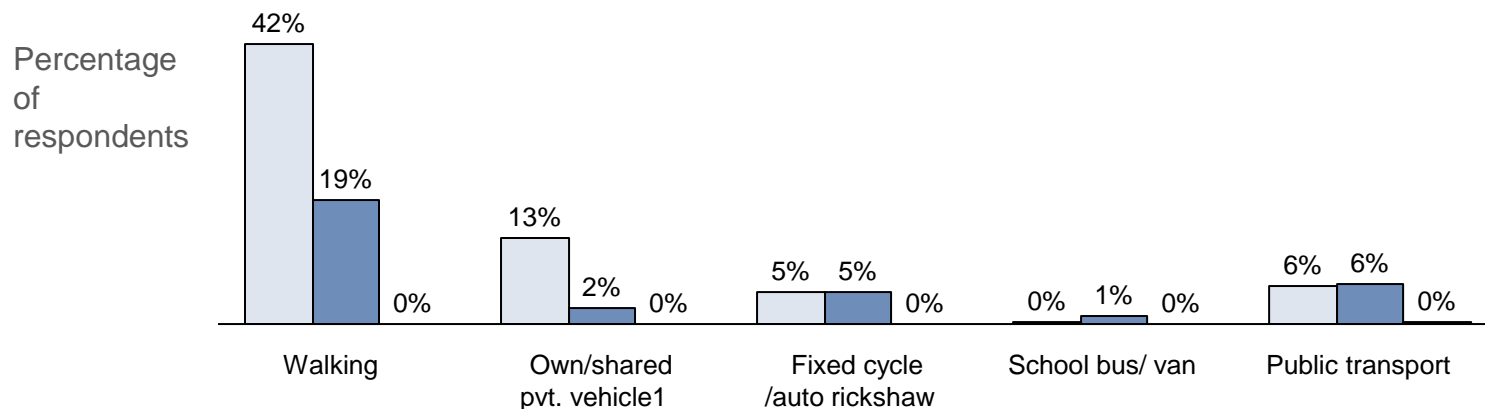


What do parents look for when selecting an ECE provider?

Mumbai – Mode and time of travel

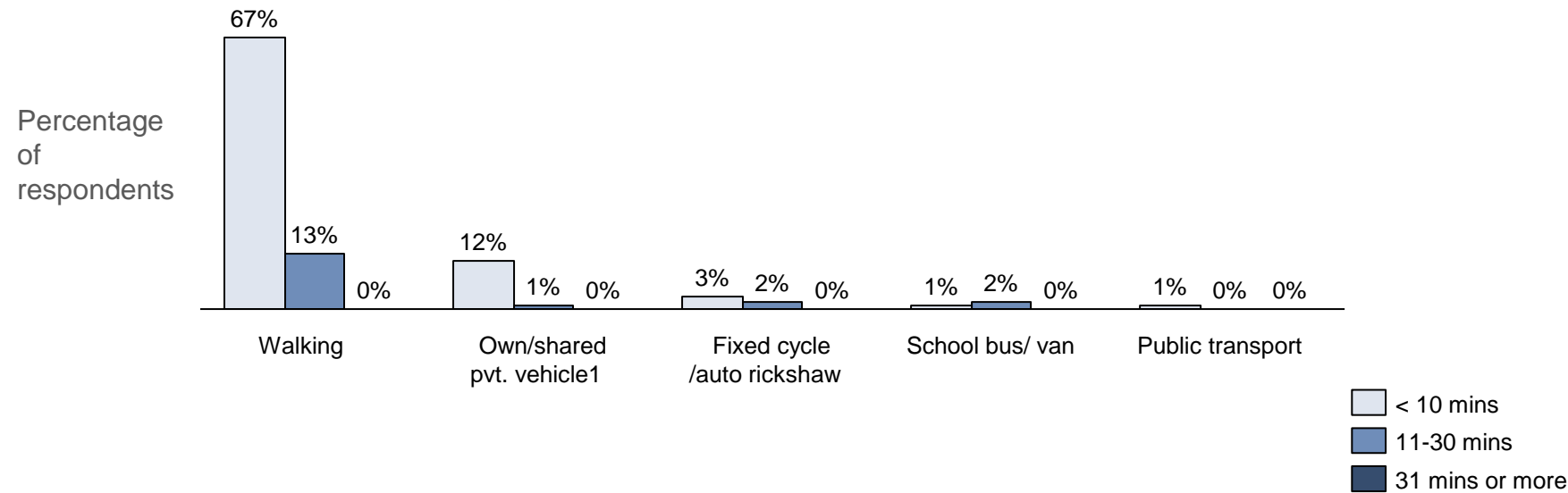


Kolkata – Mode and time of travel

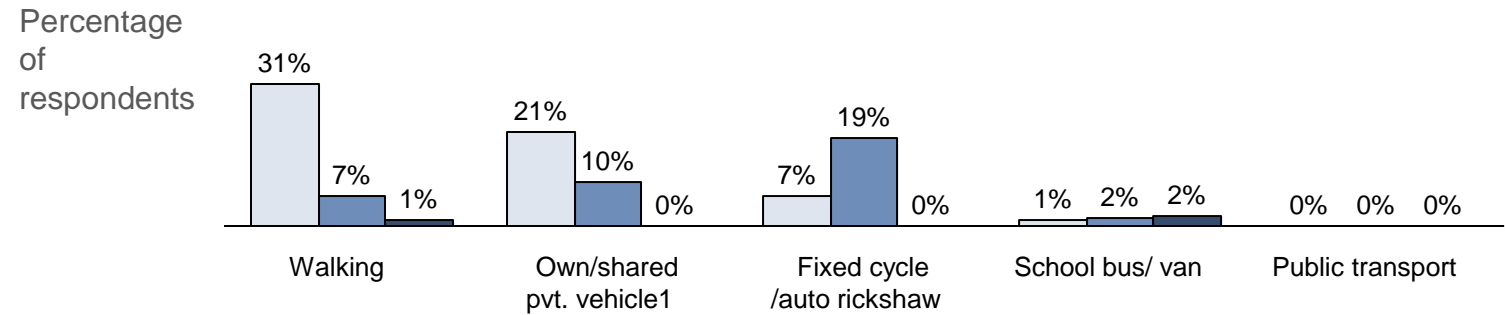


What do parents look for when selecting an ECE provider?

Hyderabad – Mode and time of travel

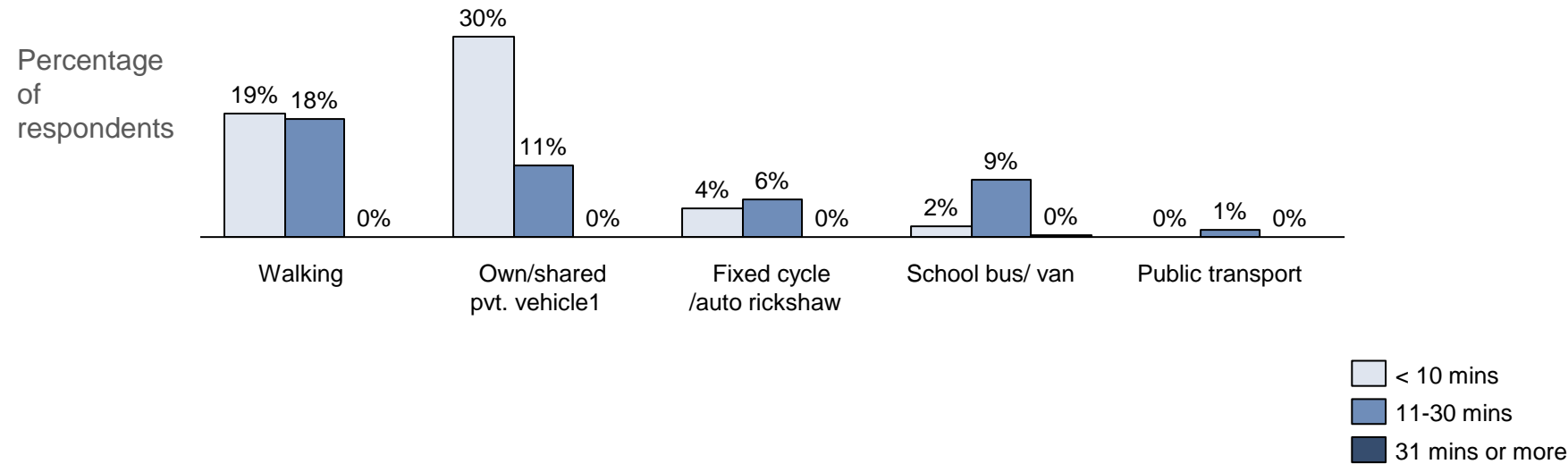


Nagpur – Mode and time of travel

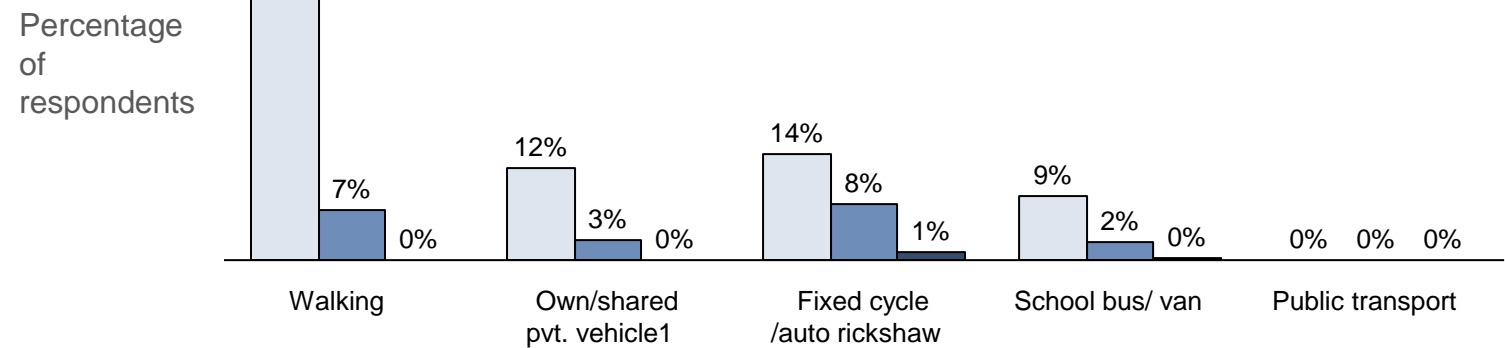


What do parents look for when selecting an ECE provider?

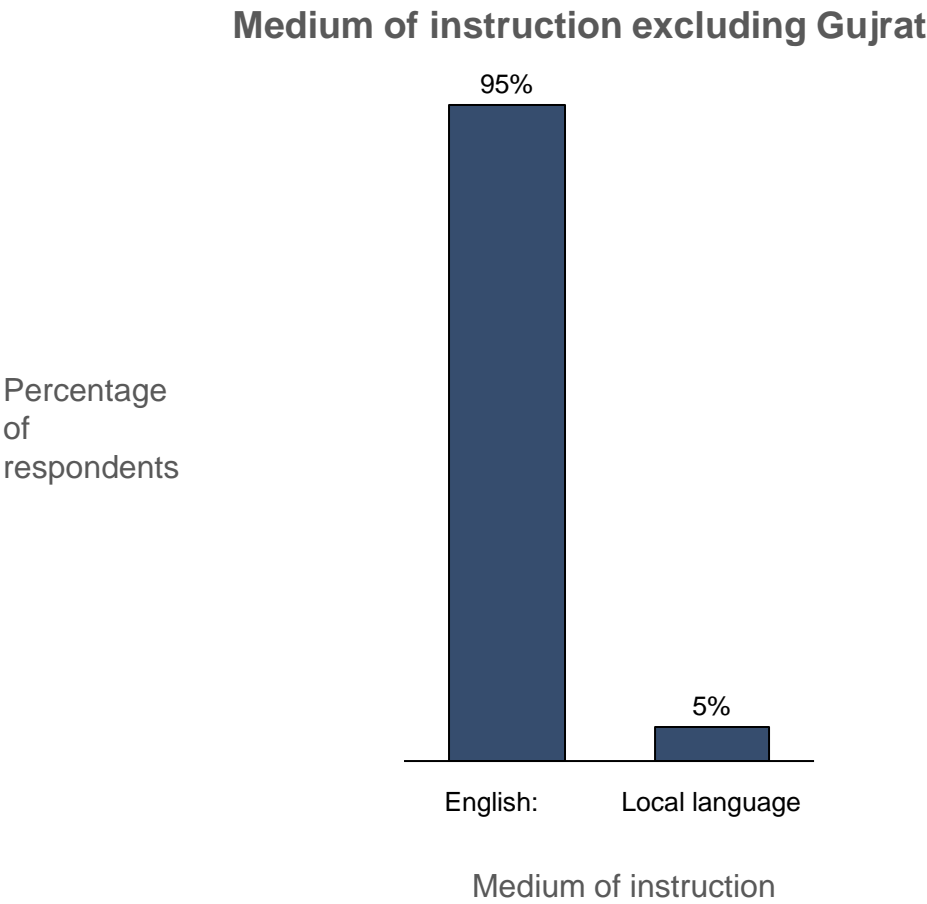
Coimbatore– Mode and time of travel



Rajkot – Mode and time of travel

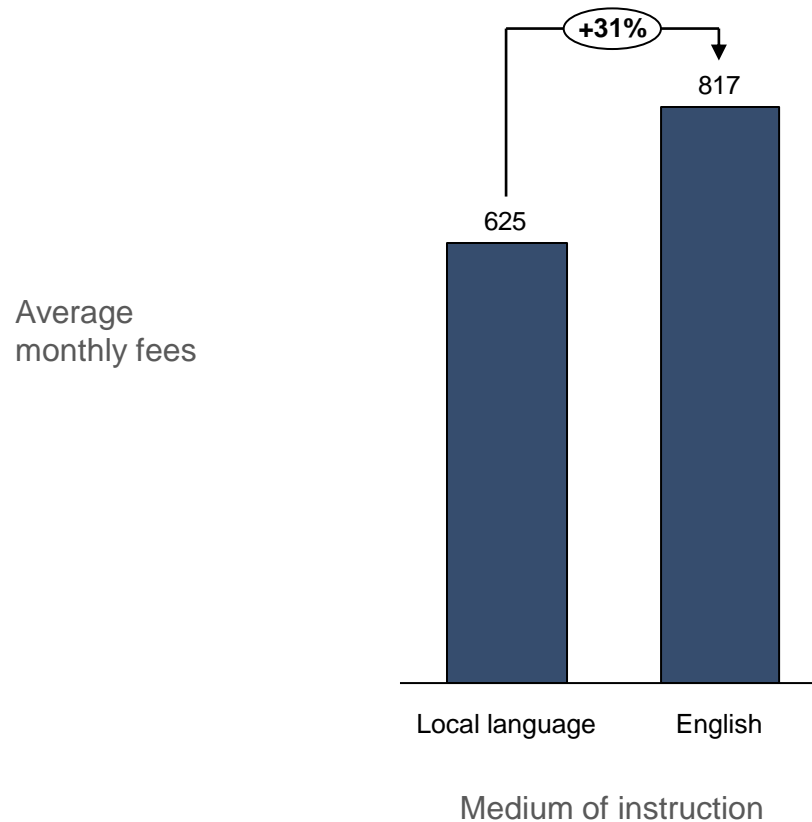


What do parents look for when selecting an ECE provider?



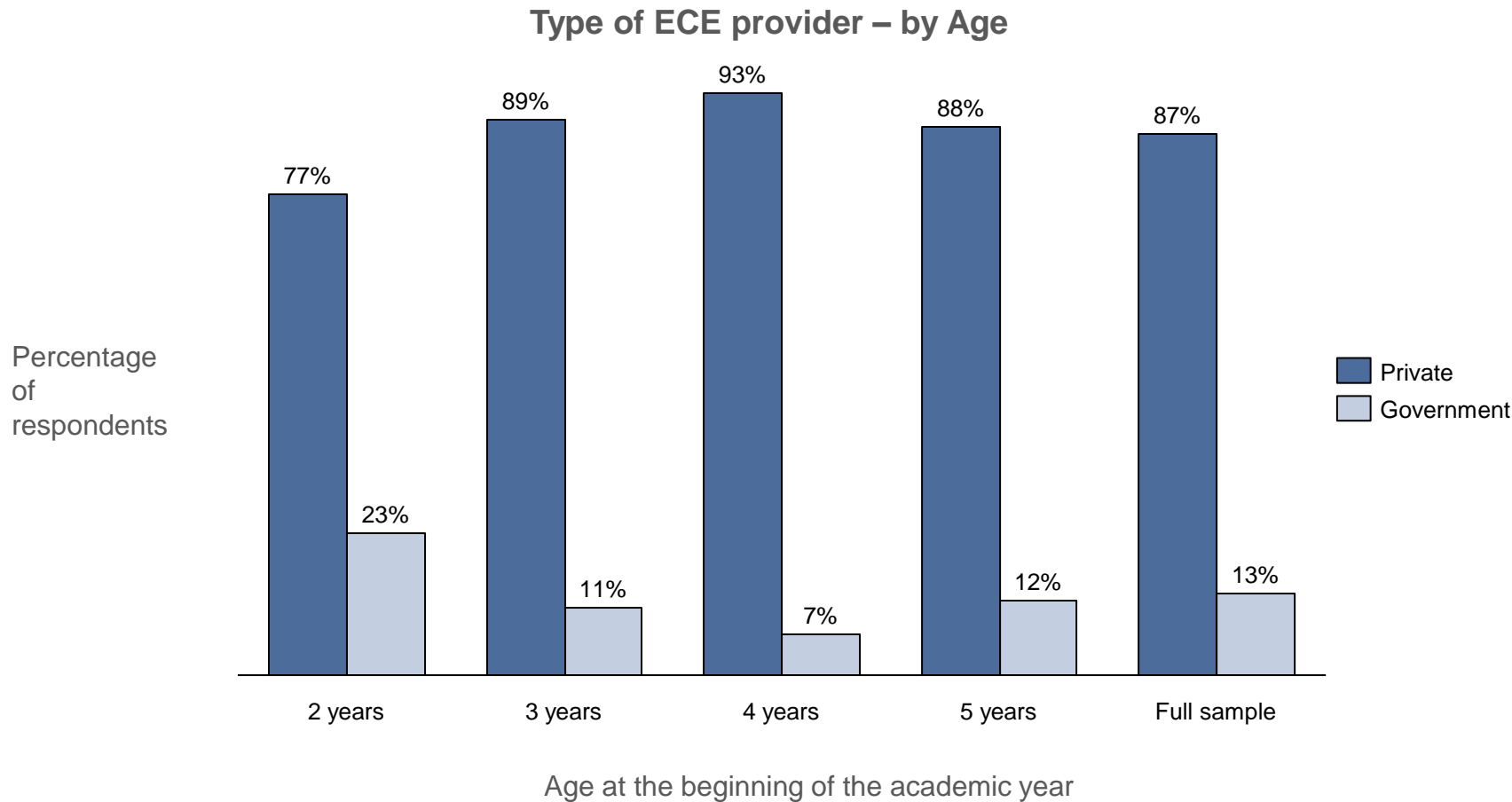
What do parents look for when selecting an ECE provider?

Average monthly fees* – by medium of instruction

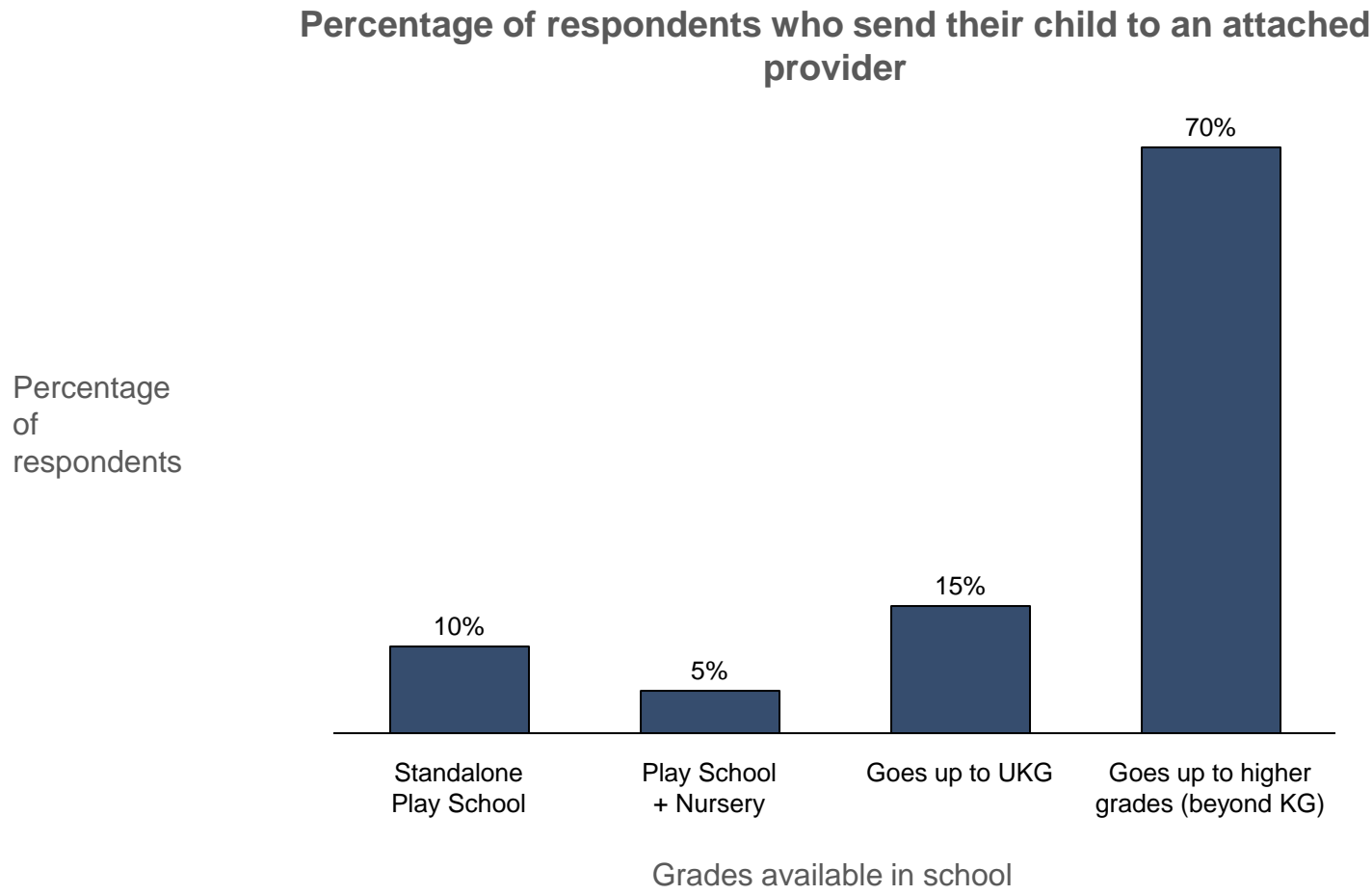


*Calculated only for those respondents who paid between INR 300-1200 as monthly fees

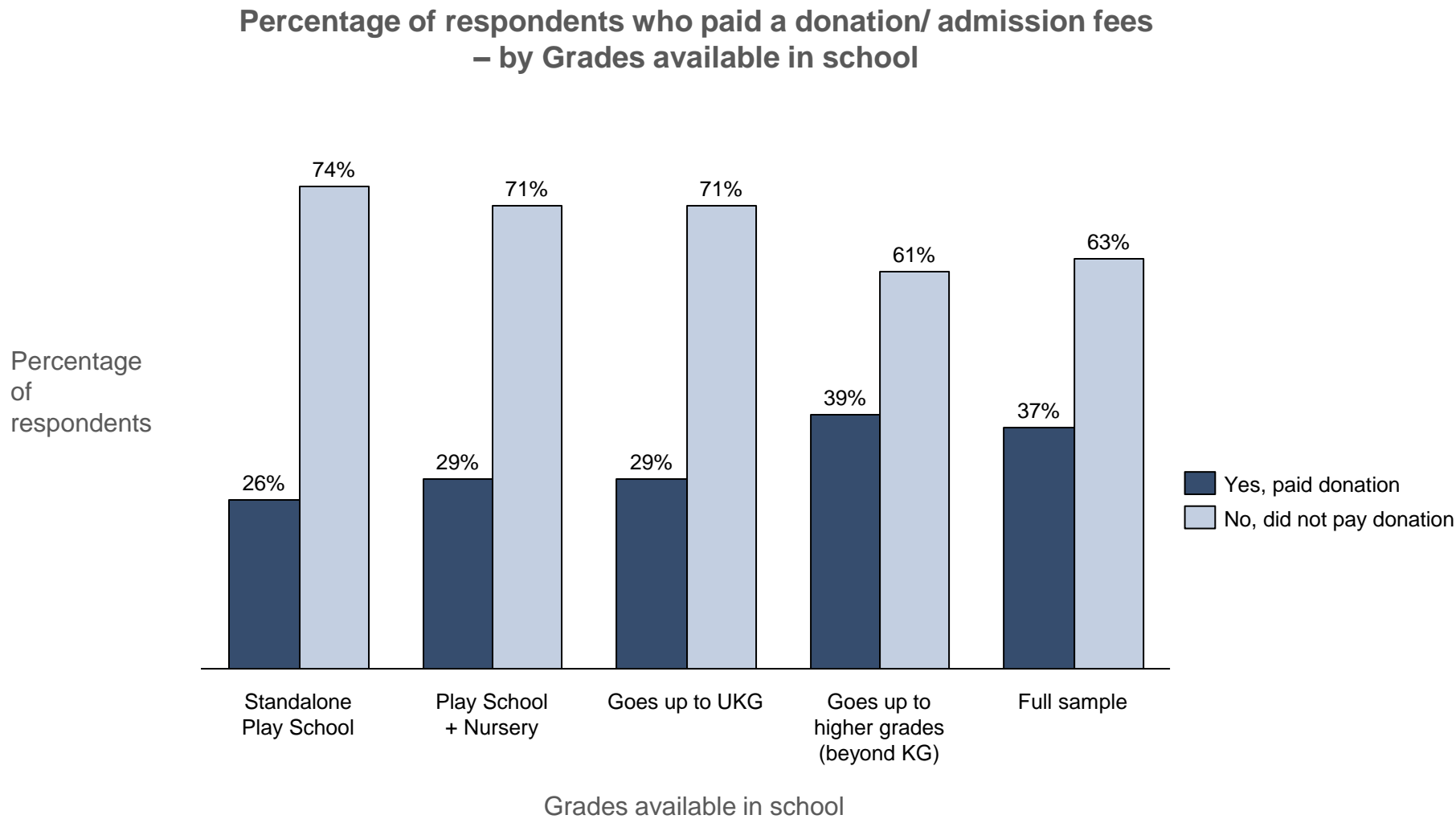
What do parents look for when selecting an ECE provider?



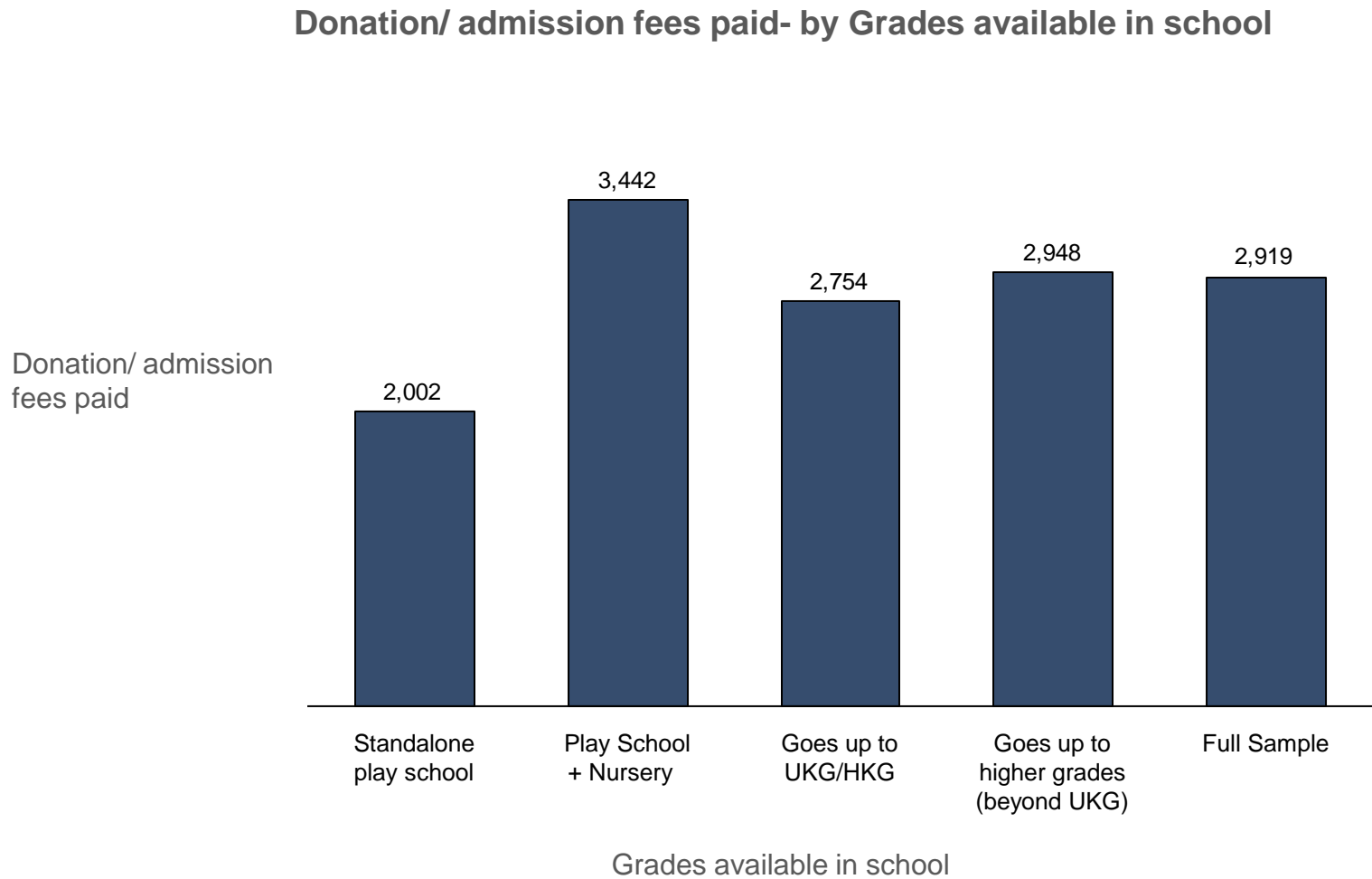
What do parents look for when selecting an ECE provider?



What do parents look for when selecting an ECE provider?

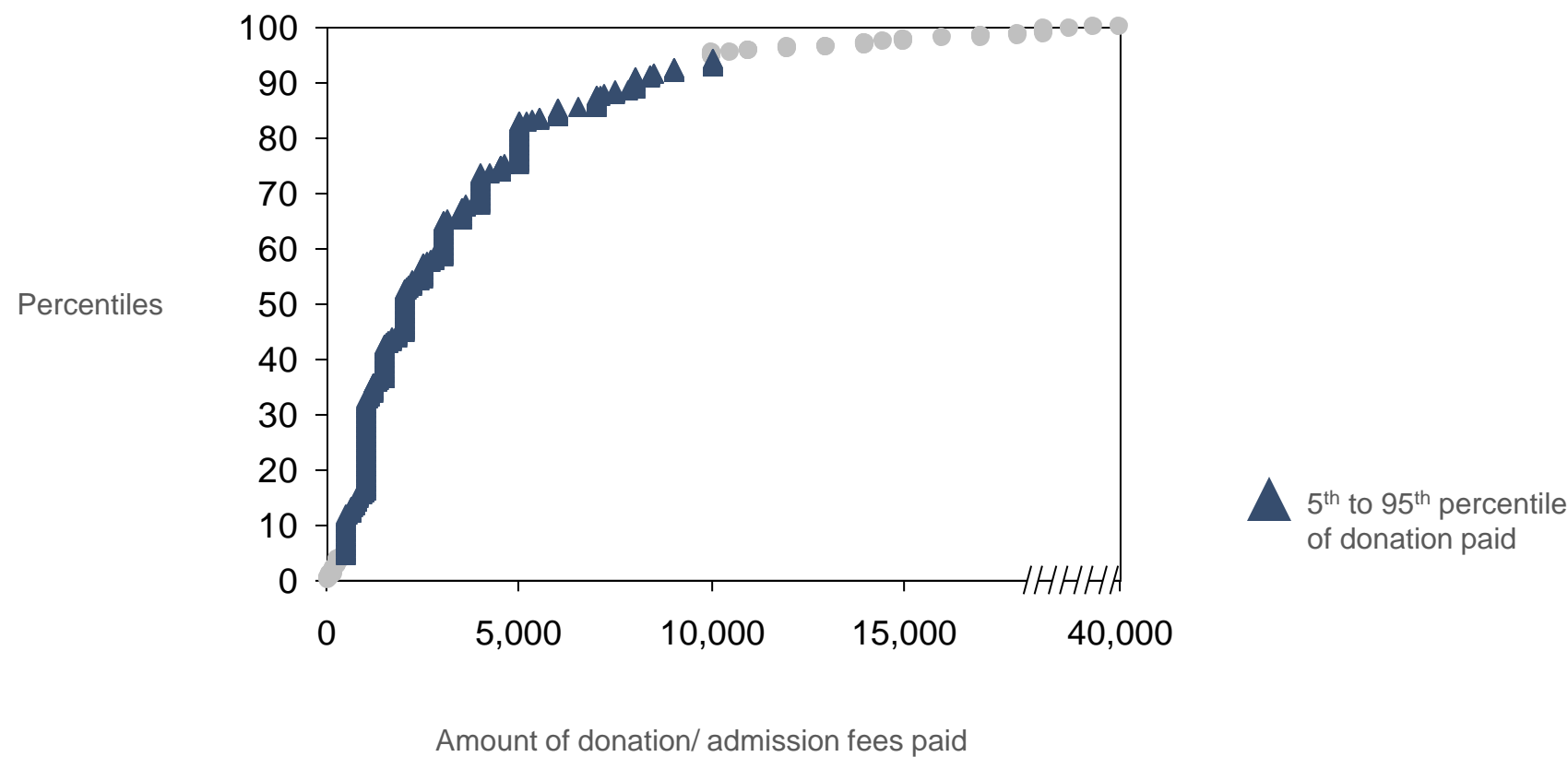


What do parents look for when selecting an ECE provider?

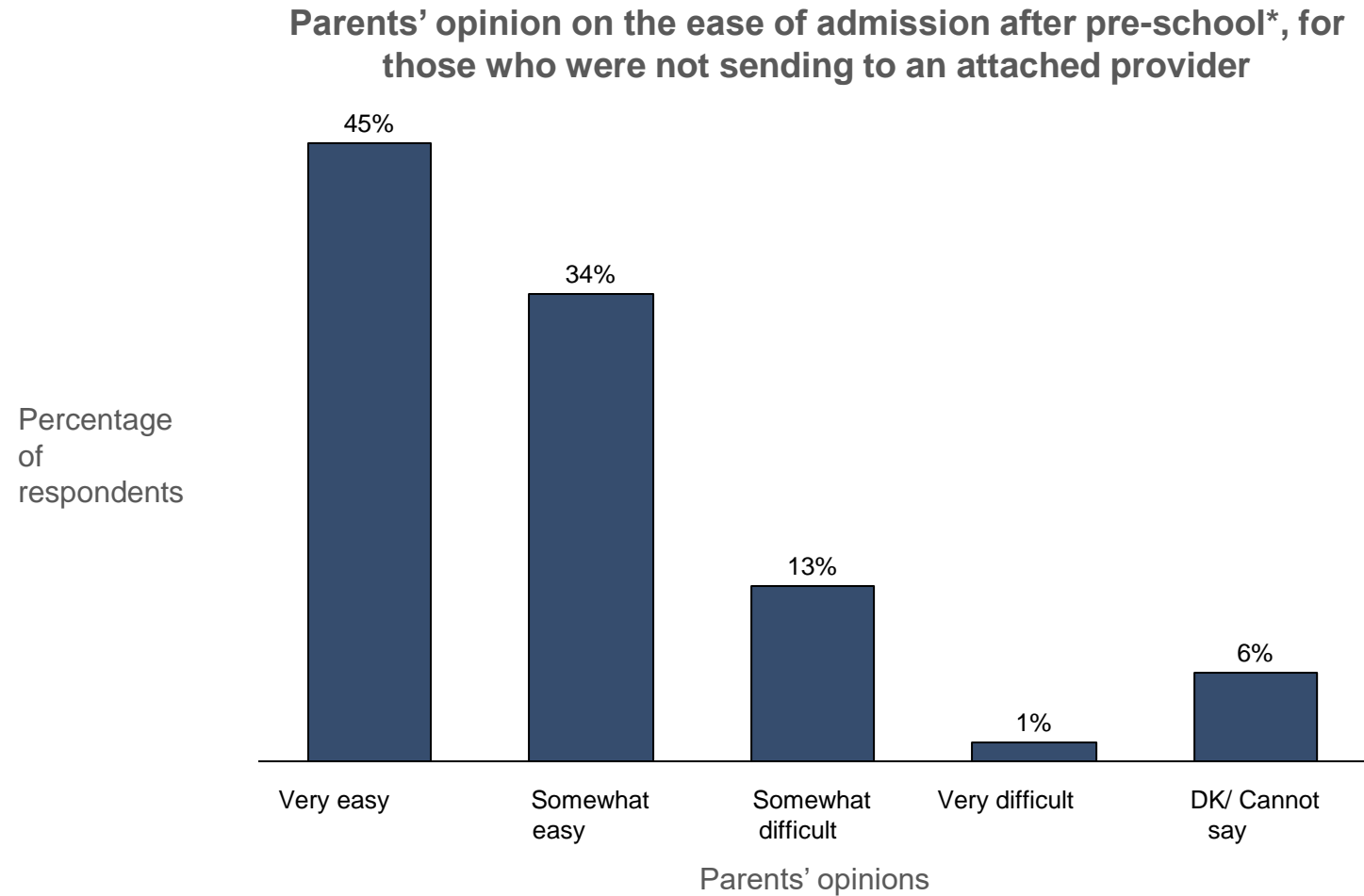


What do parents look for when selecting an ECE provider?

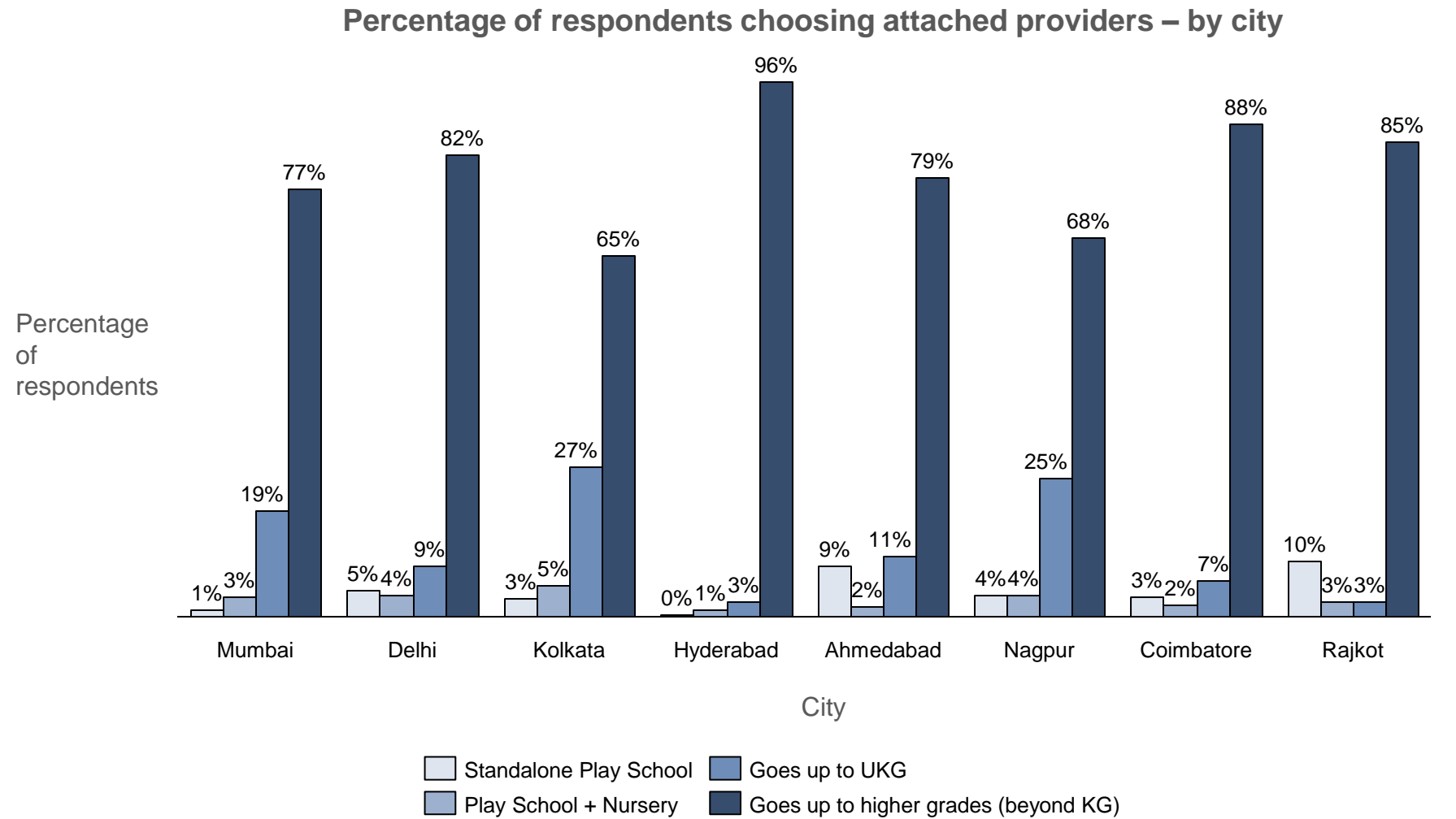
Cumulative Distribution Function of donation/ admission fee



What do parents look for when selecting an ECE provider?

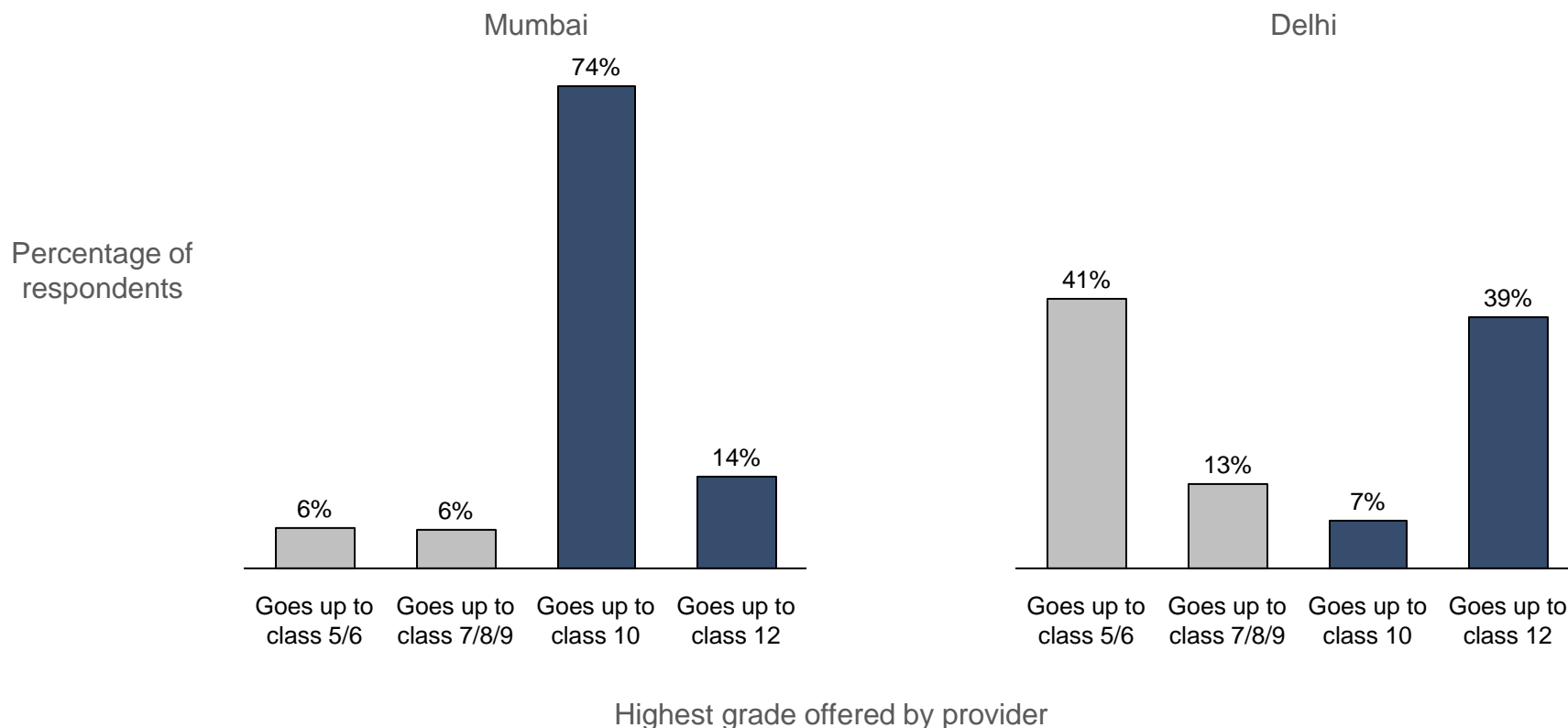


What do parents look for when selecting an ECE provider?



What do parents look for when selecting an ECE provider?

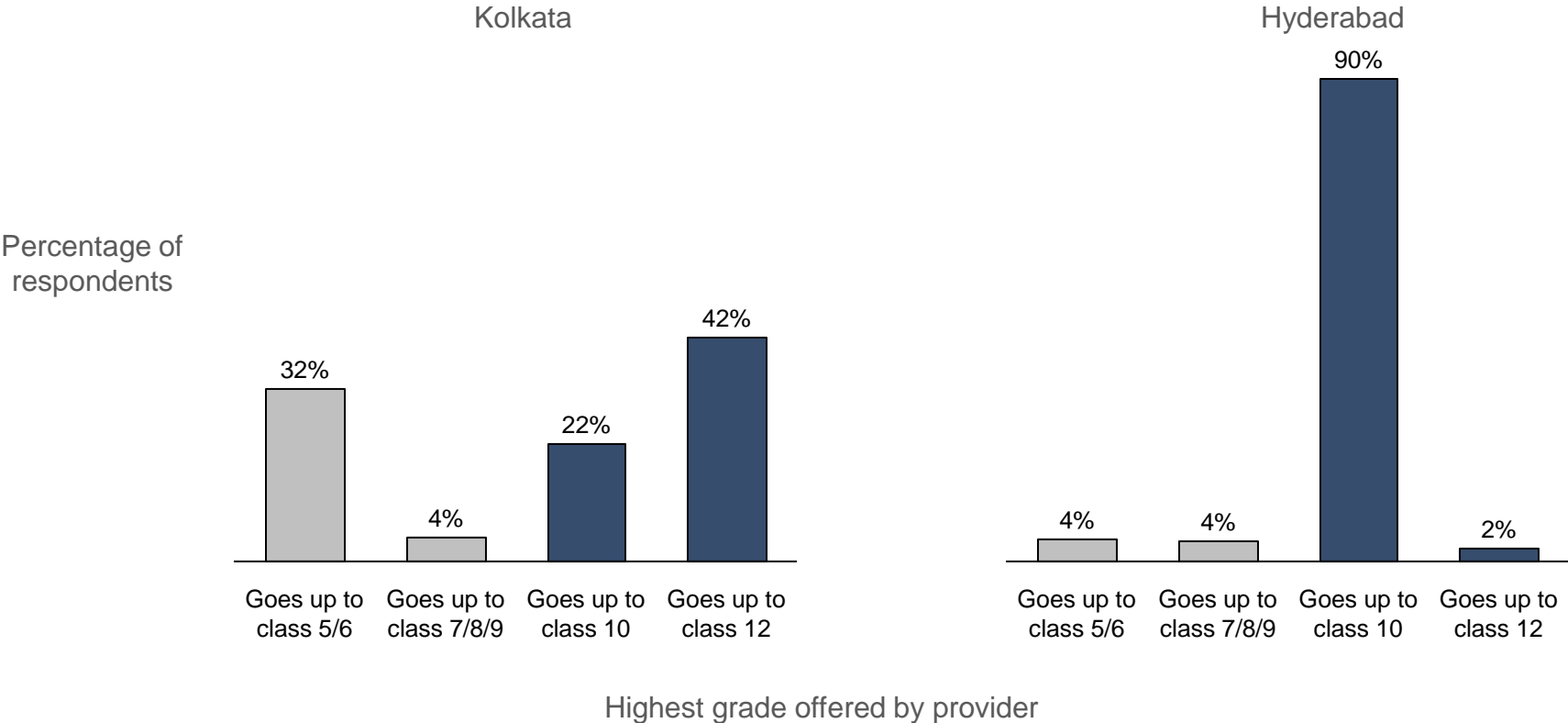
Percentage of respondents choosing schools that go up to grade 10 and 12* – by grades offered by provider



*Data has been weighted by age to account for different number of children from each age group in the sample.

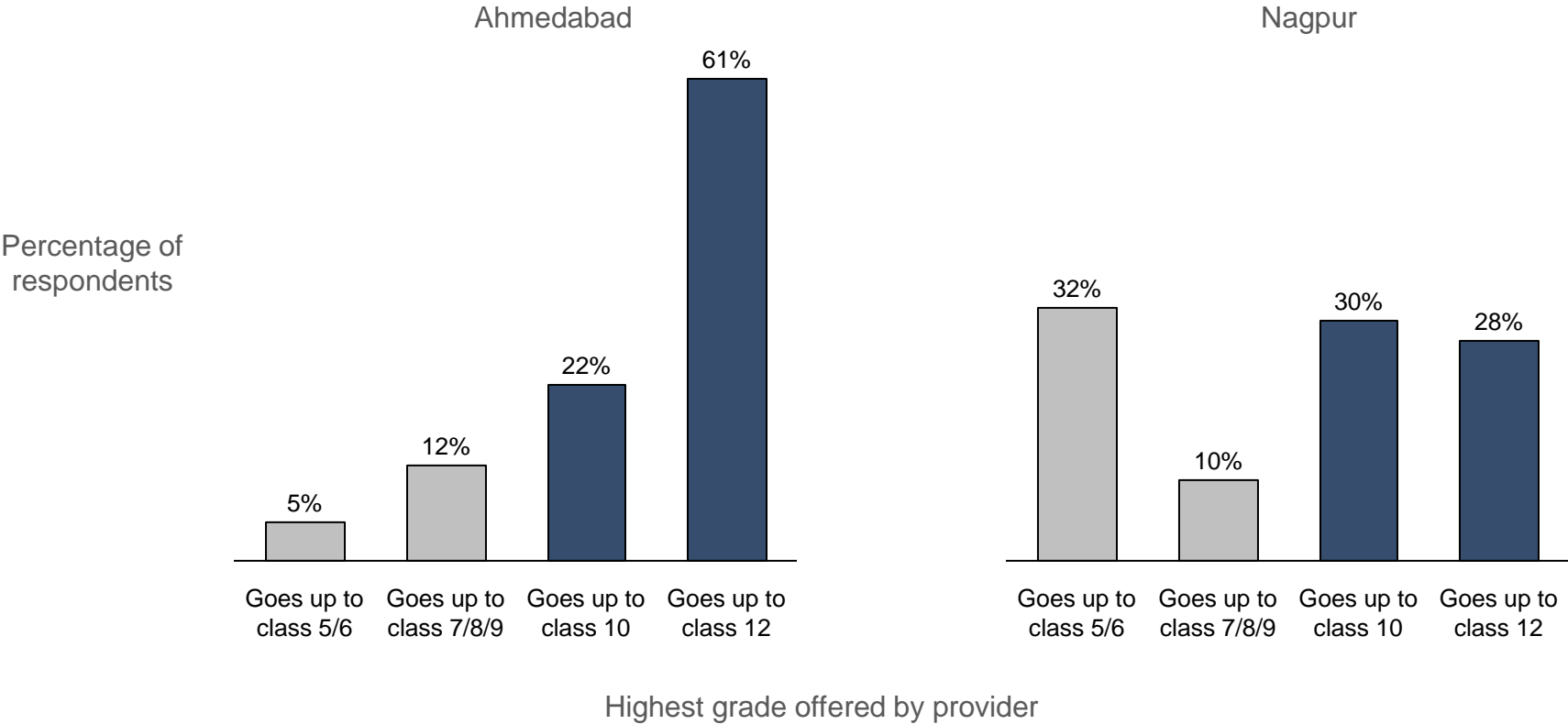
What do parents look for when selecting an ECE provider?

Percentage of respondents choosing schools that go up to grade 10 and 12* – by grades offered by provider



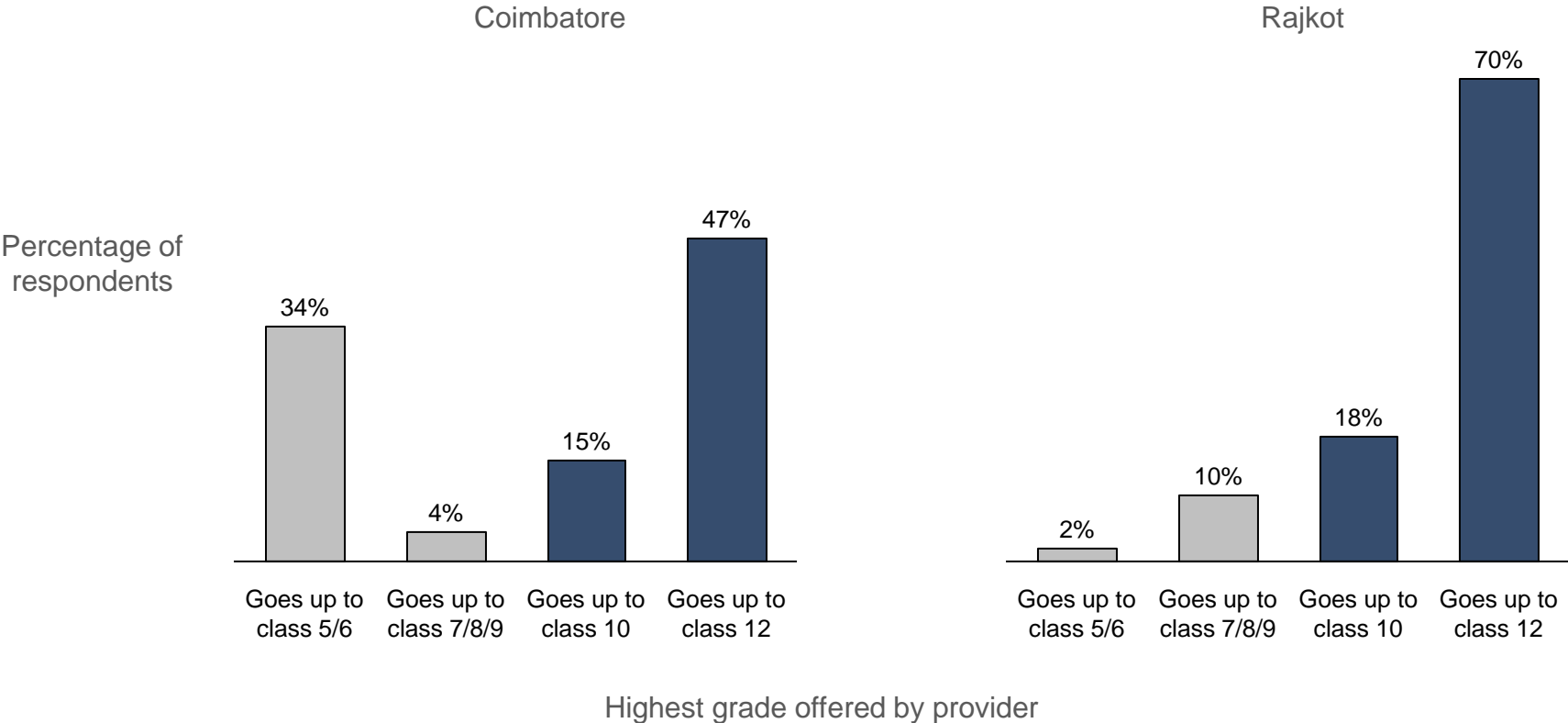
What do parents look for when selecting an ECE provider?

Percentage of respondents choosing schools that go up to grade 10 and 12* – by grades offered by provider



What do parents look for when selecting an ECE provider?

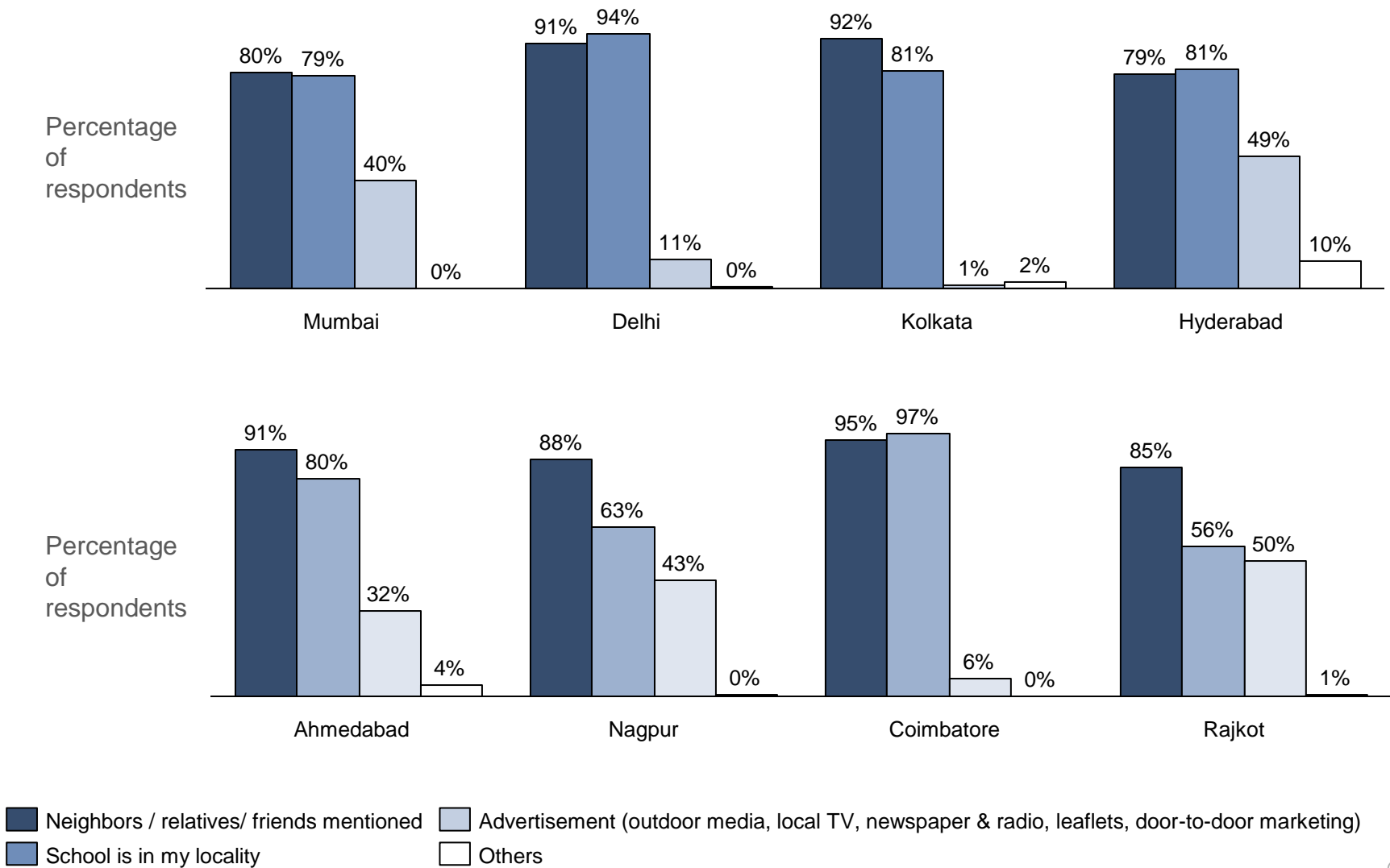
Percentage of respondents choosing schools that go up to grade 10 and 12* – by grades offered by provider



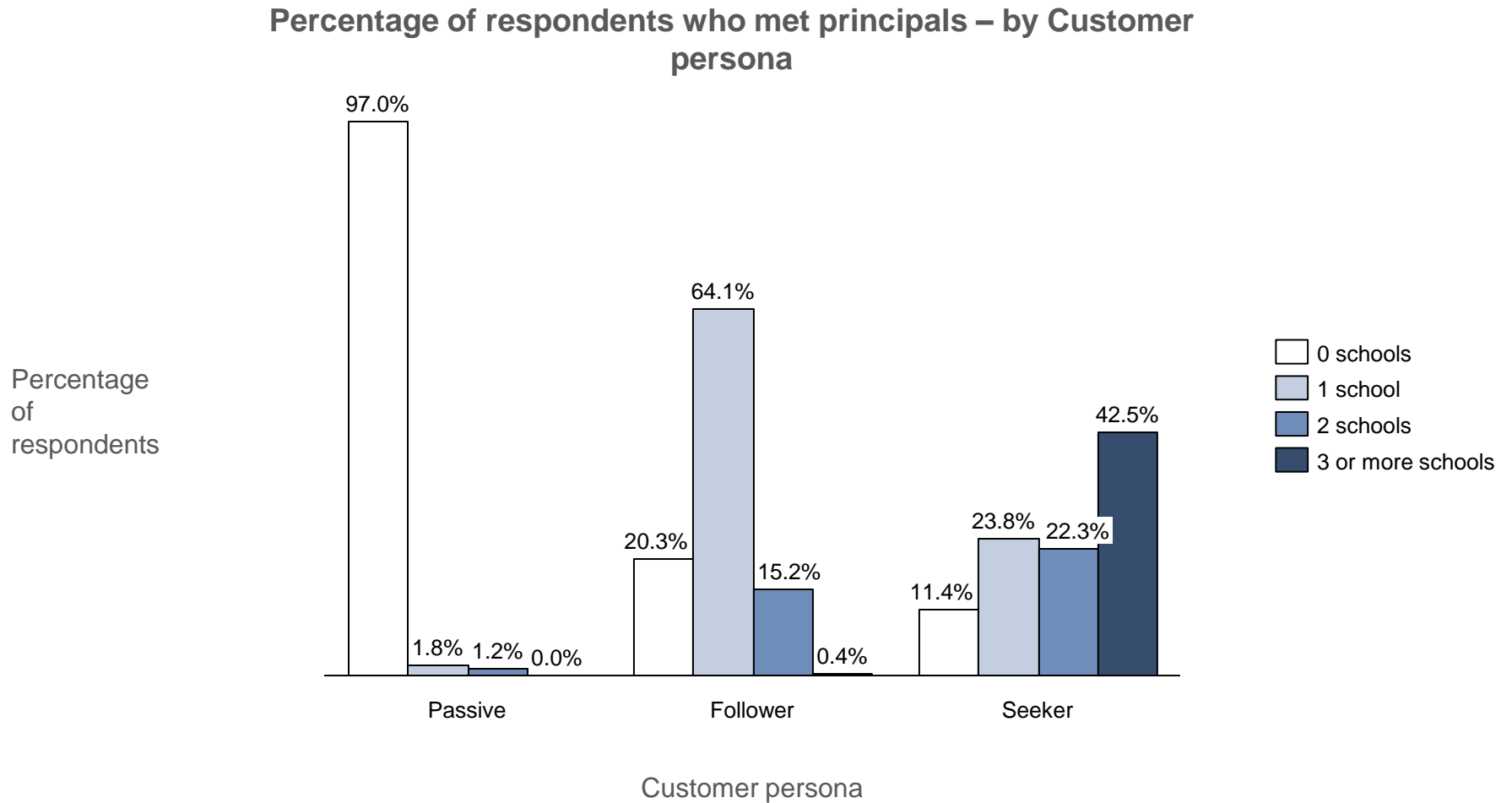
*Data has been weighted by age to account for different number of children from each age group in the sample.

How do parents gather information when selecting an ECE provider?

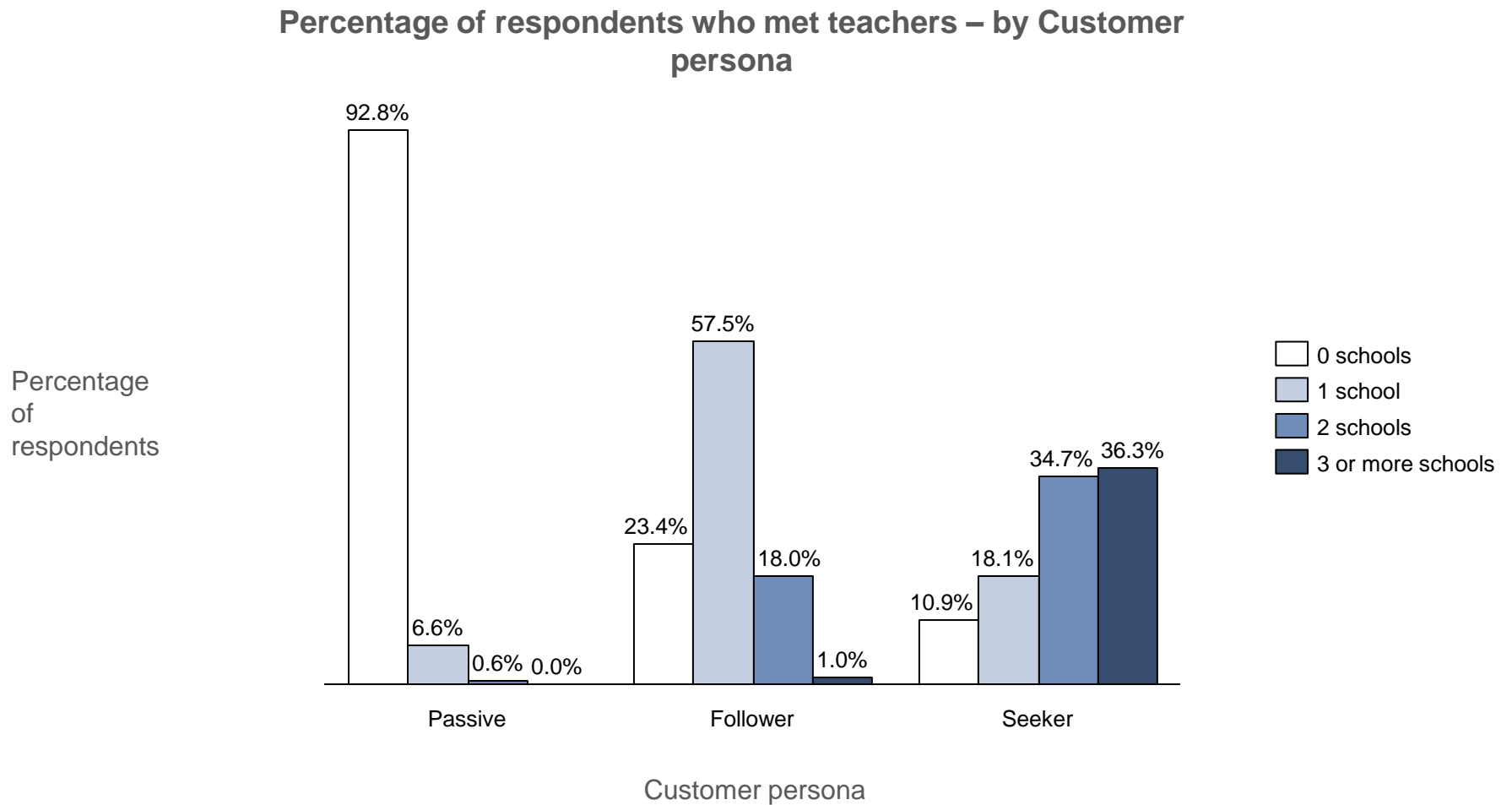
Source through which respondent heard about provider – by city



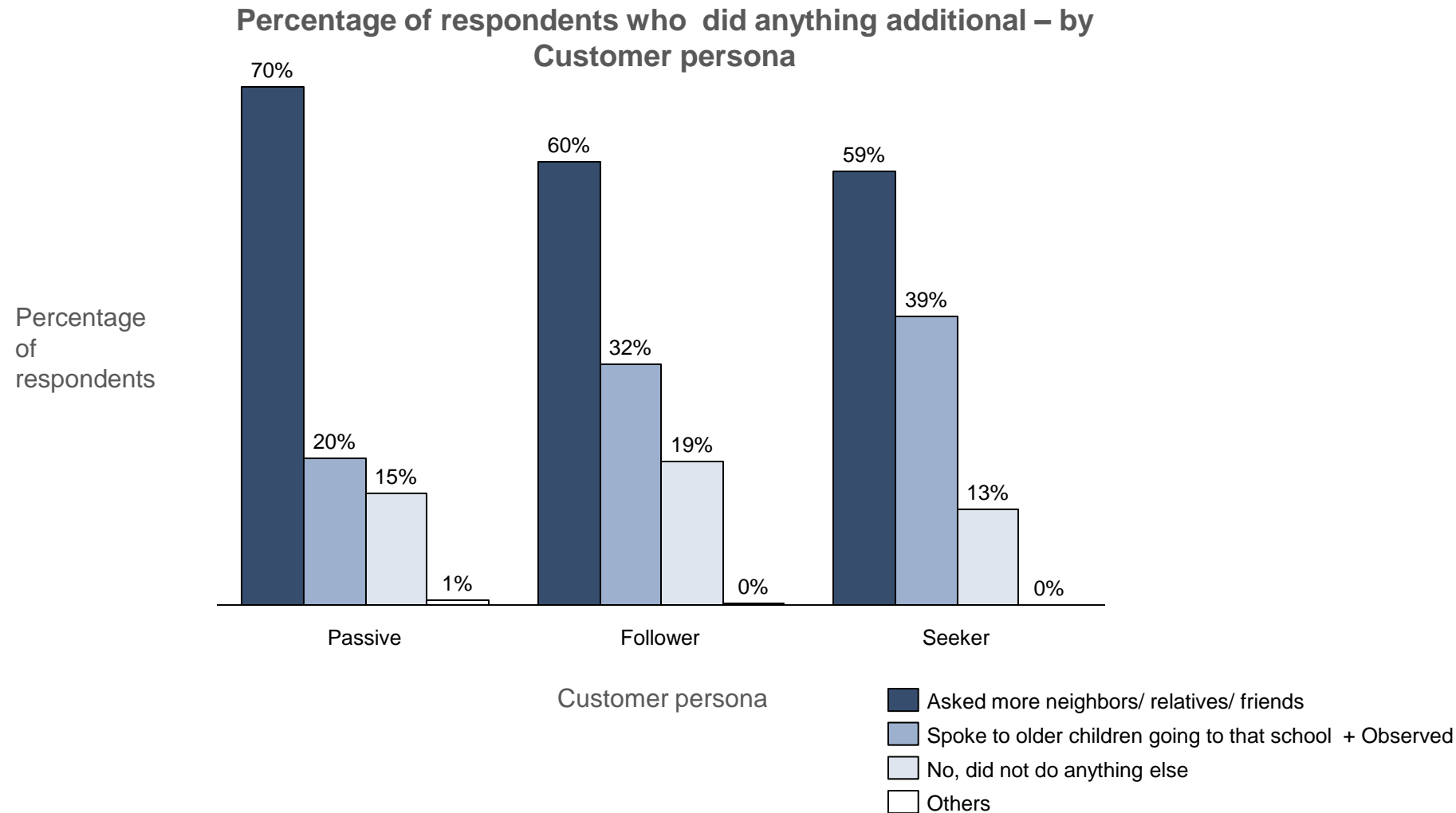
How do parents gather information when selecting an ECE provider?



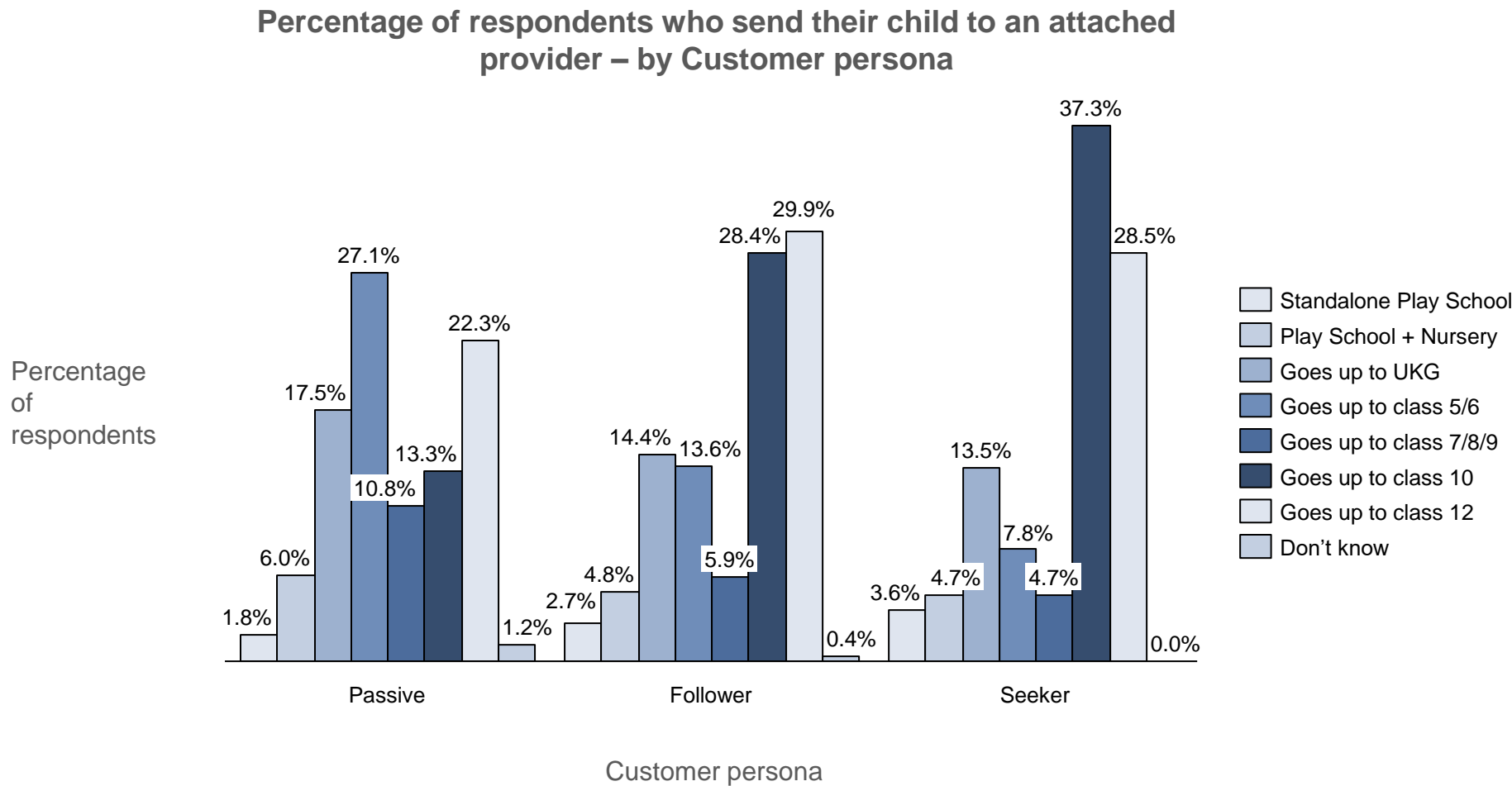
How do parents gather information when selecting an ECE provider?



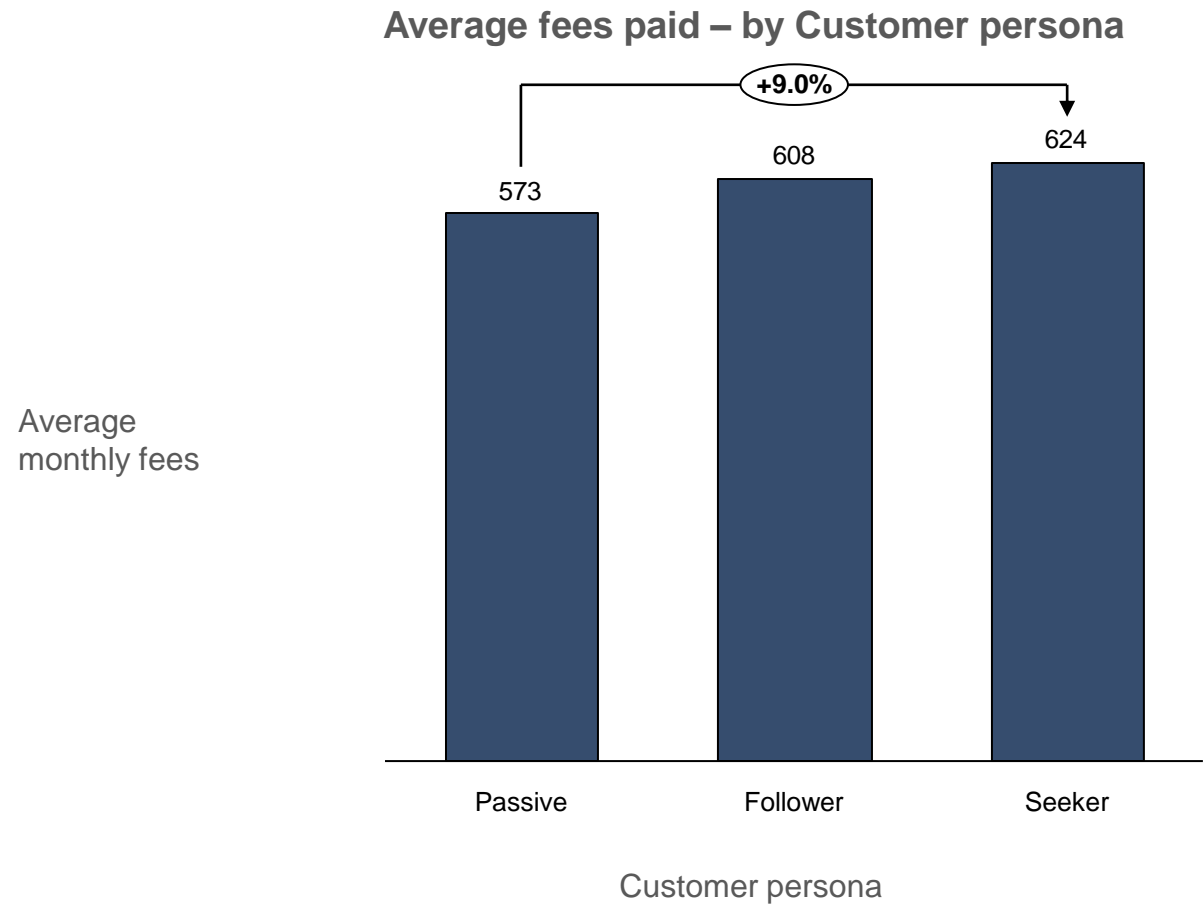
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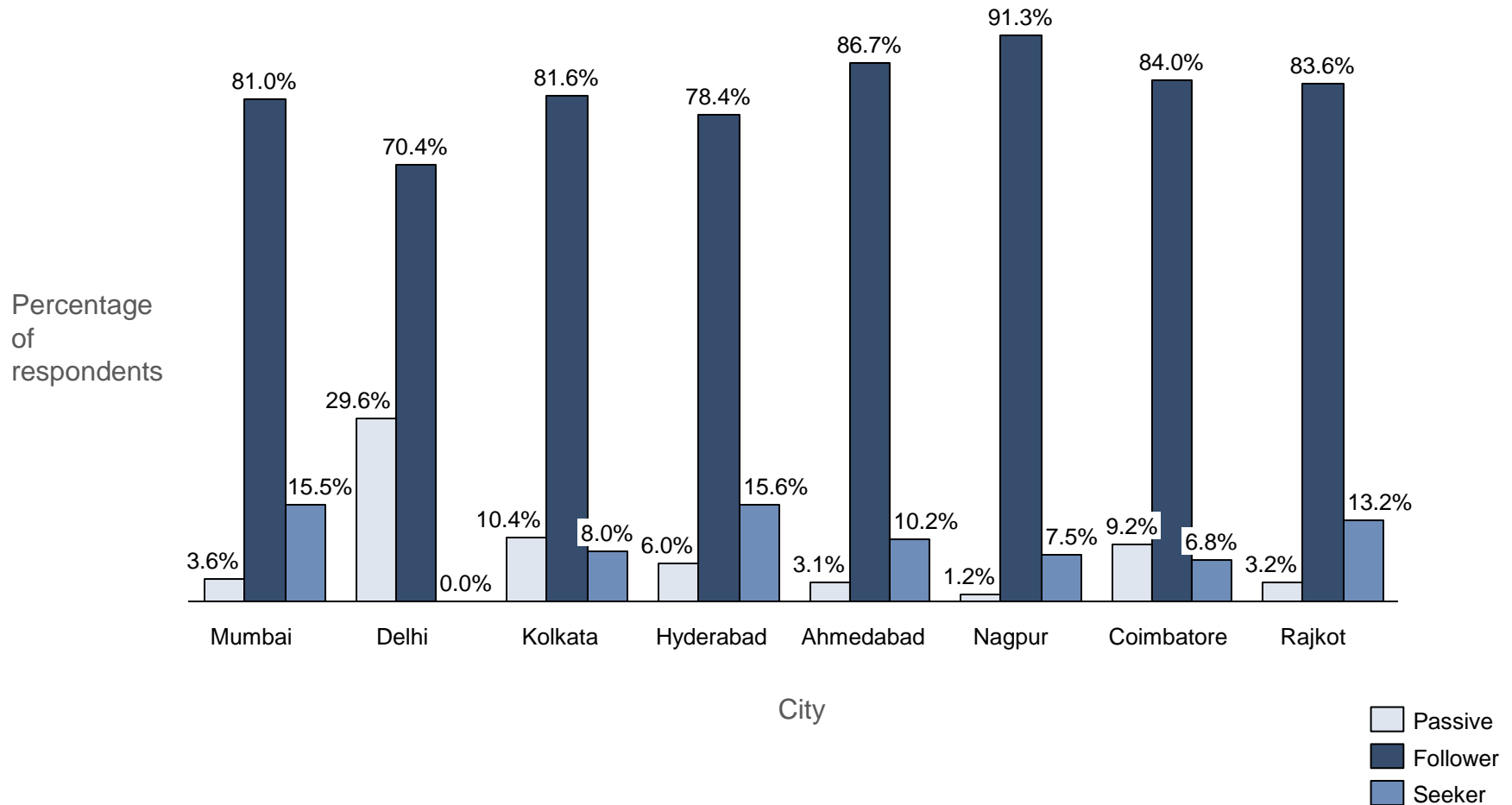


How do parents gather information when selecting an ECE provider?



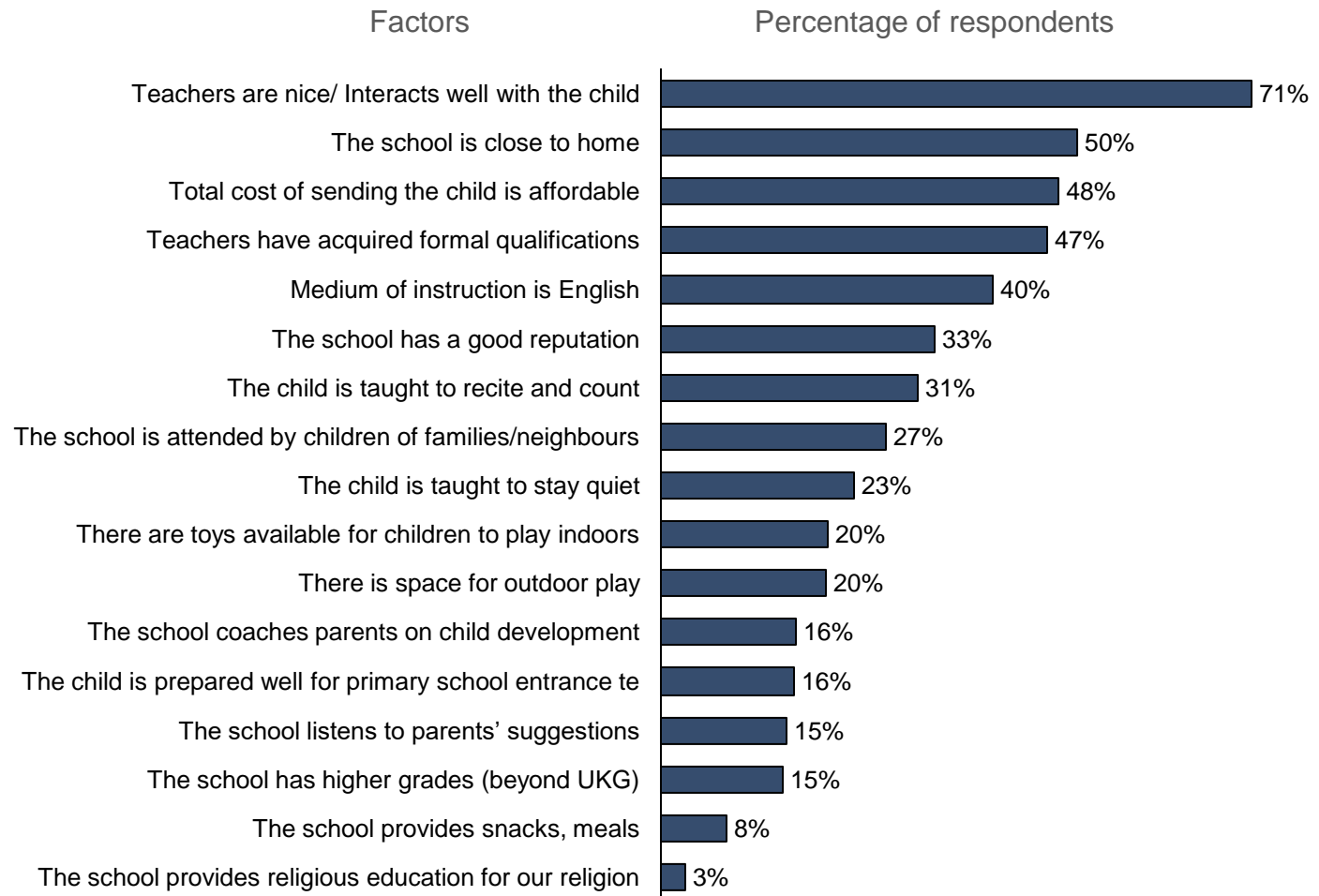
How do parents gather information when selecting an ECE provider?

Percentage of respondents based on customer persona – by City



What do parents expect from the ECE provider and how do they monitor the provider, post admission?

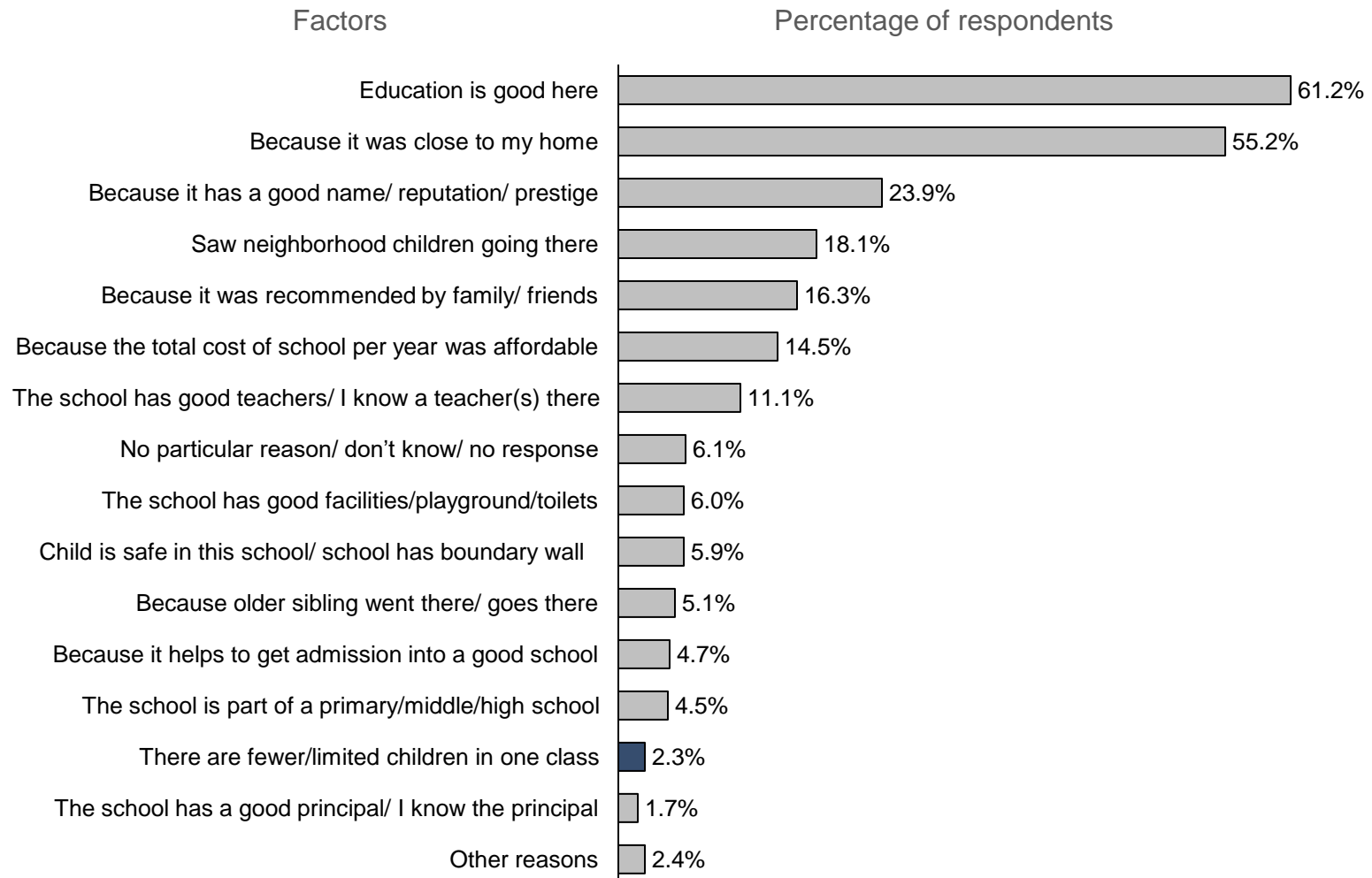
Factors to consider while choosing a school*



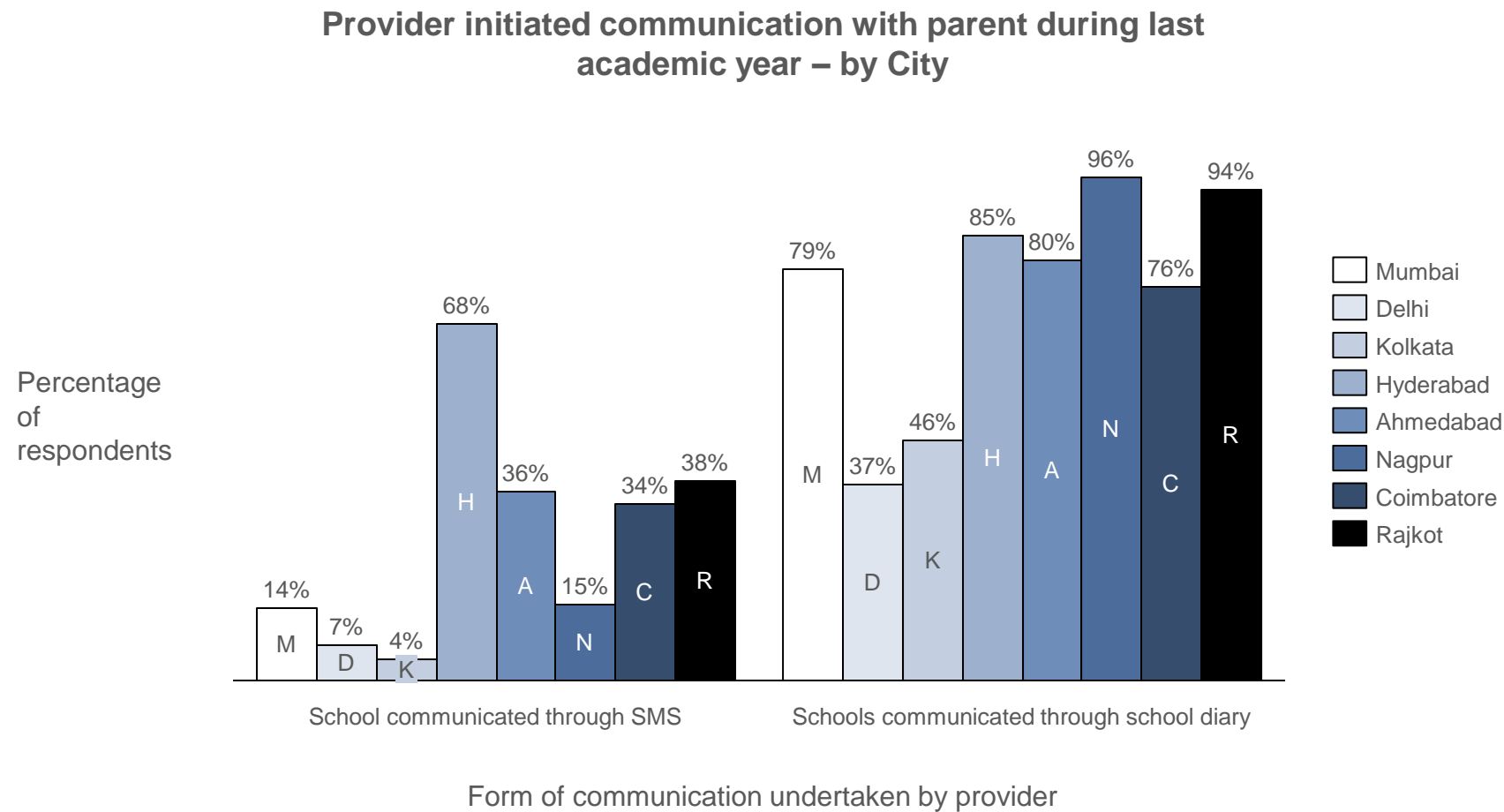
*Parents were asked to select the top 5 factors that *should be* considered when choosing a provider from a list of 18 factors, not what they considered when they chose their current provider.

What do parents expect from the ECE provider and how do they monitor the provider, post admission?

Reasons for selecting an ECE provider

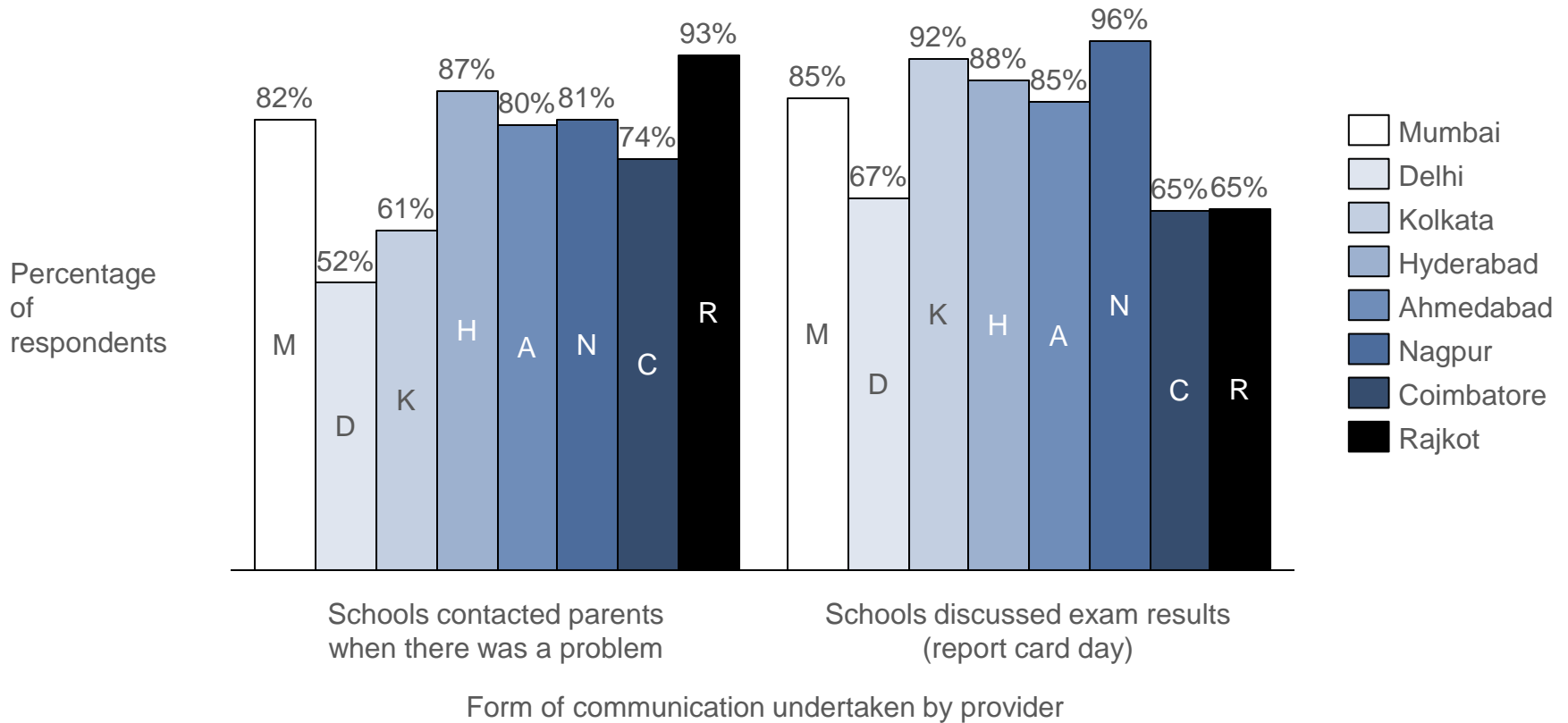


How are parents and providers engaging with each other?



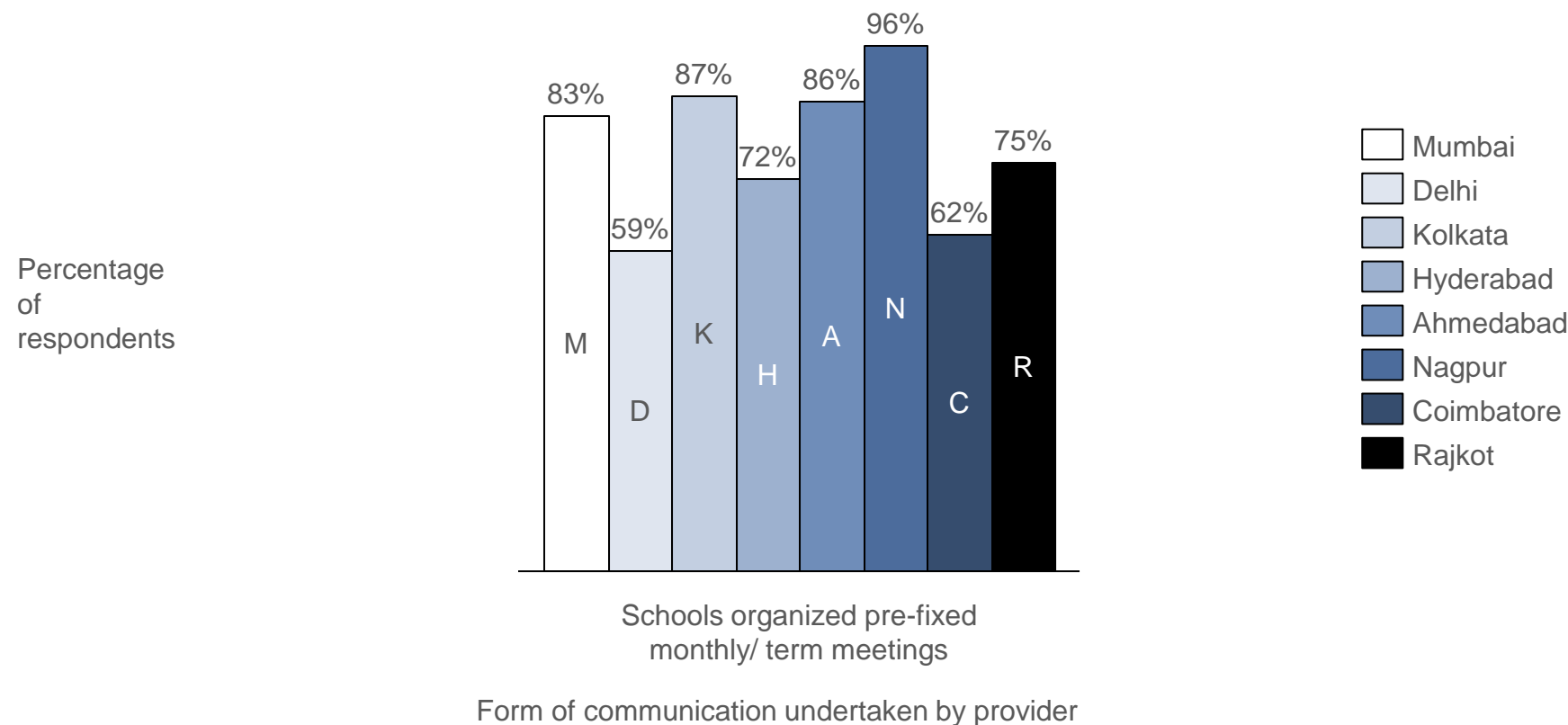
How are parents and providers engaging with each other?

Provider initiated communication with parent during last academic year – by City

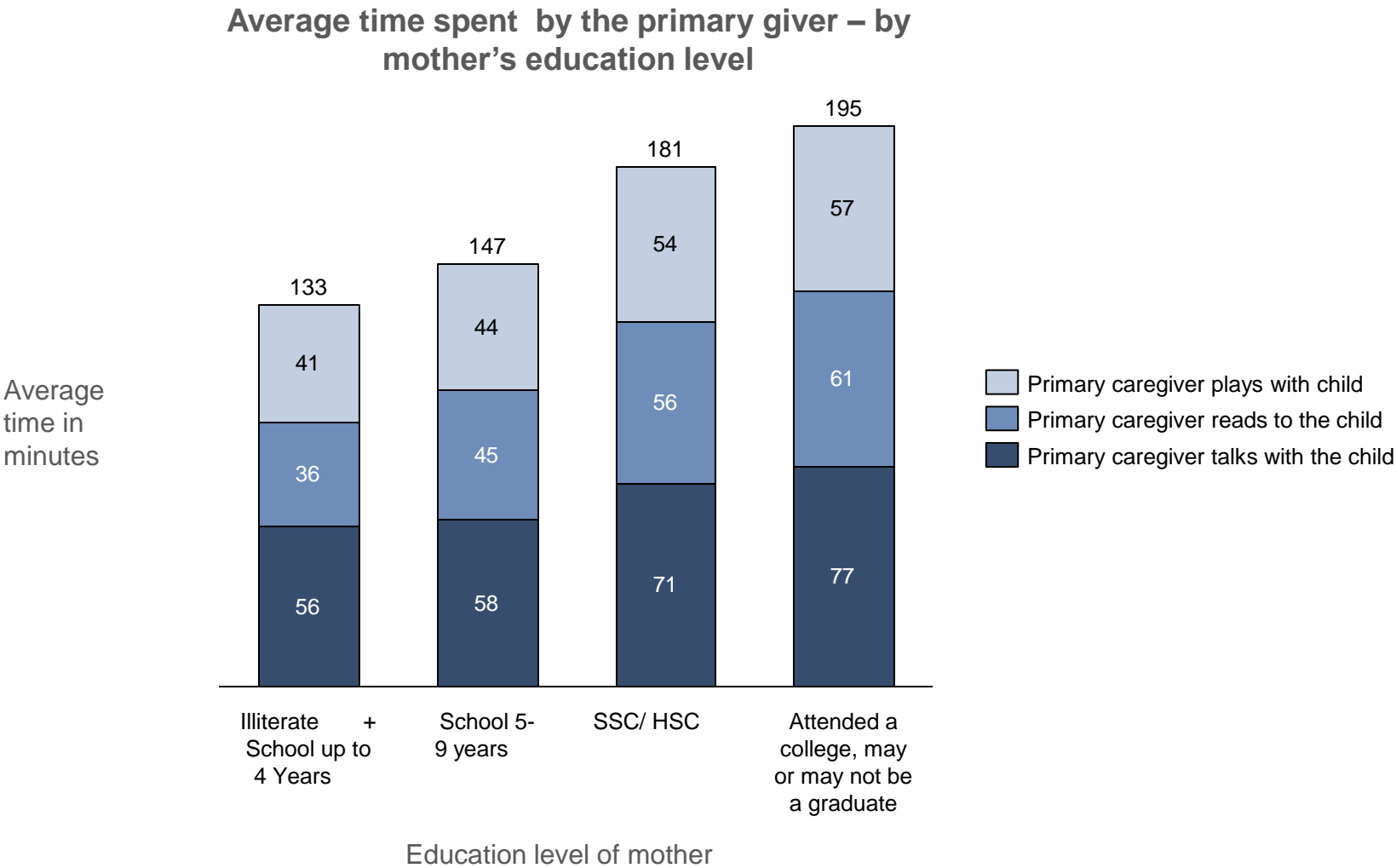


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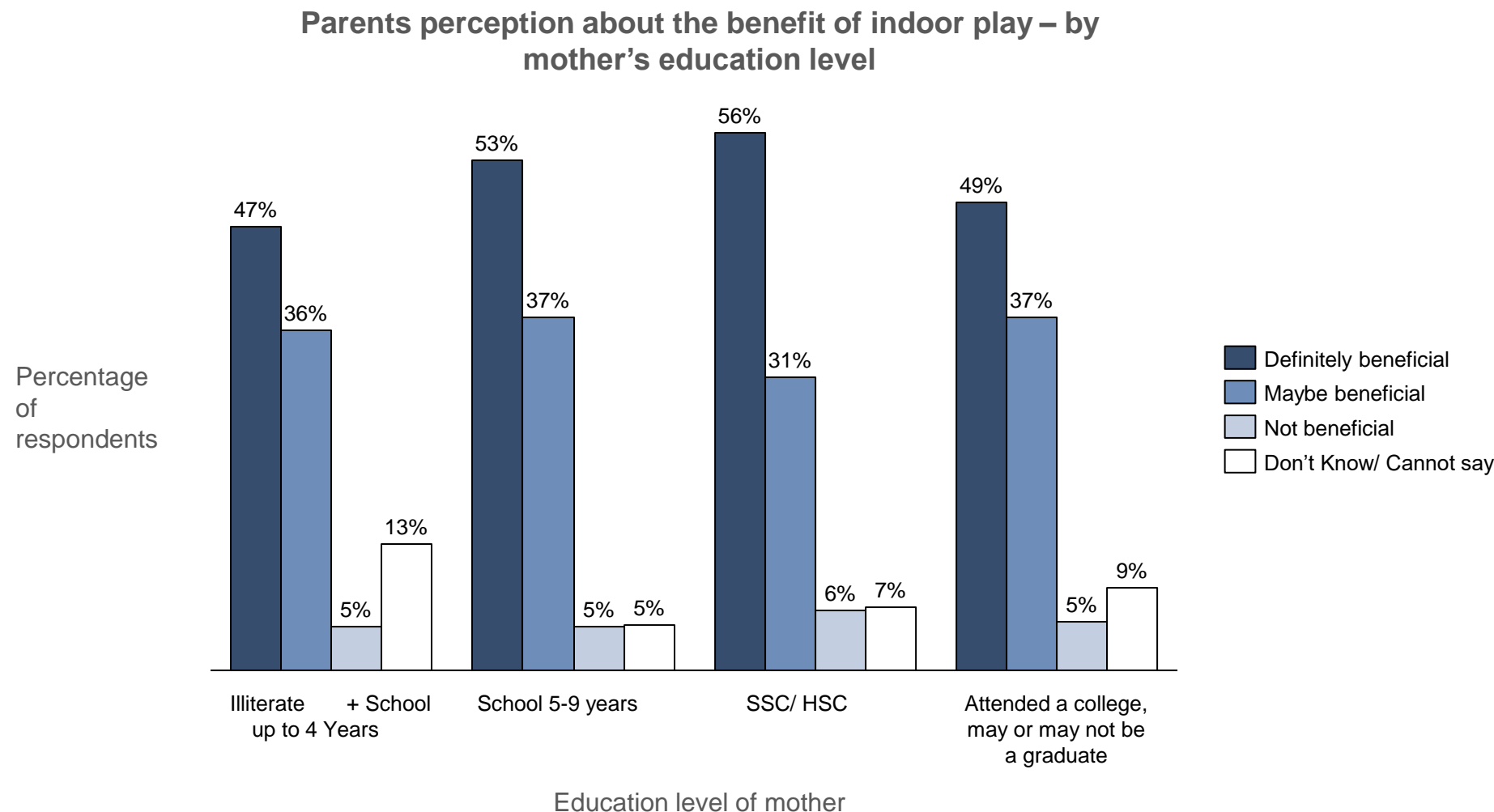
Provider initiated communication with parent during last academic year – by City



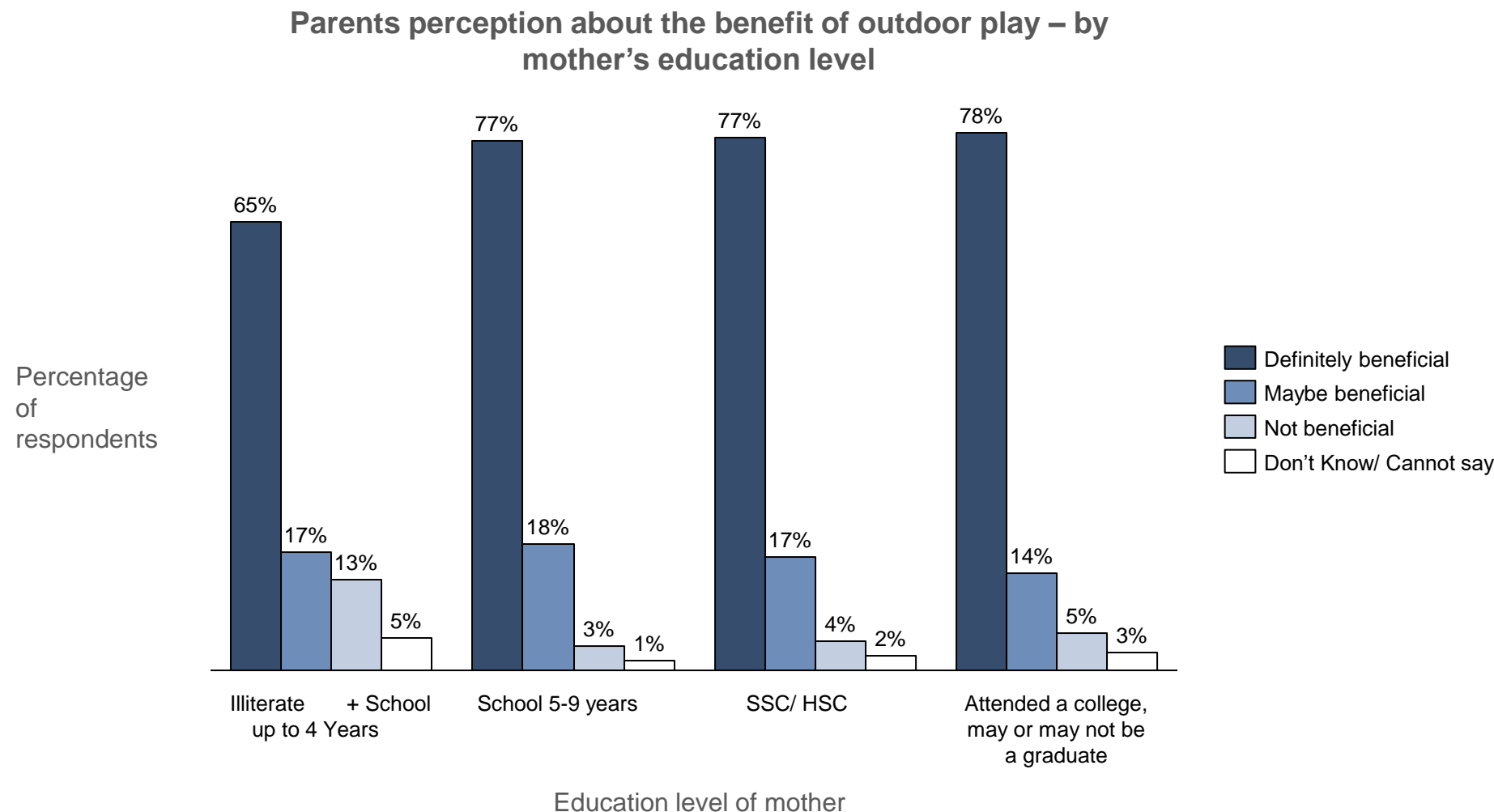
Could households with better educated mothers be early adopters of ‘good’ ECE practices?



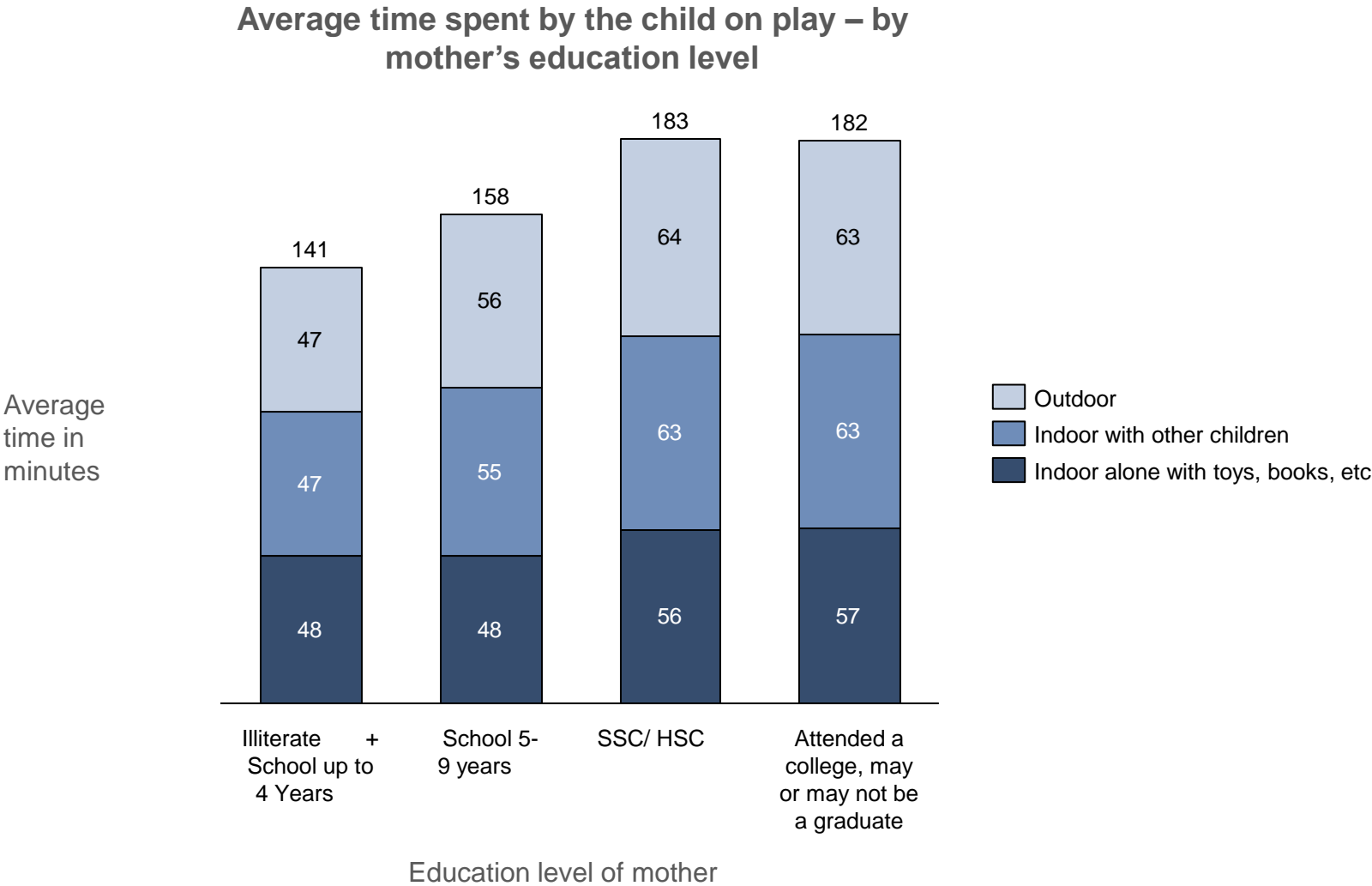
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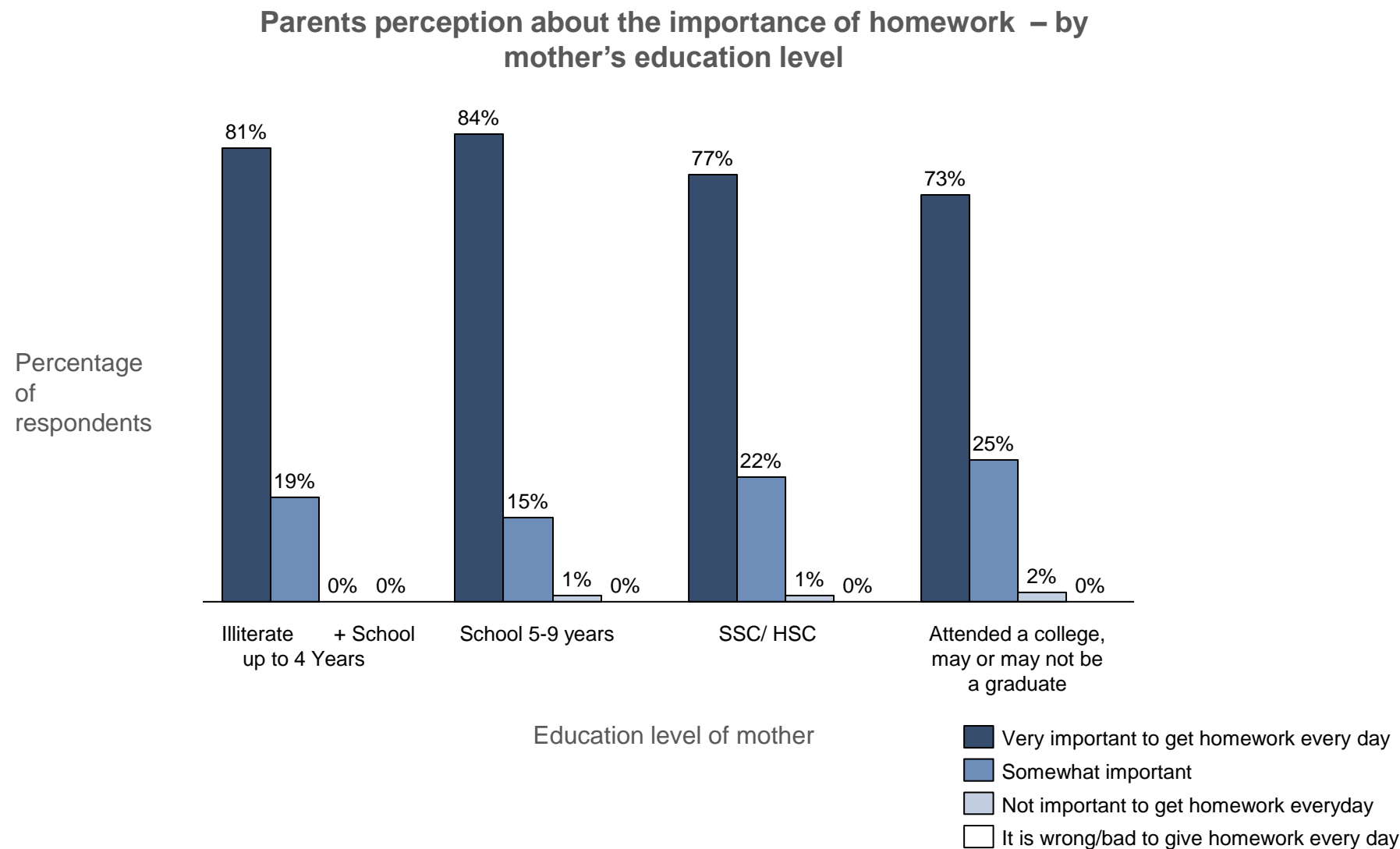
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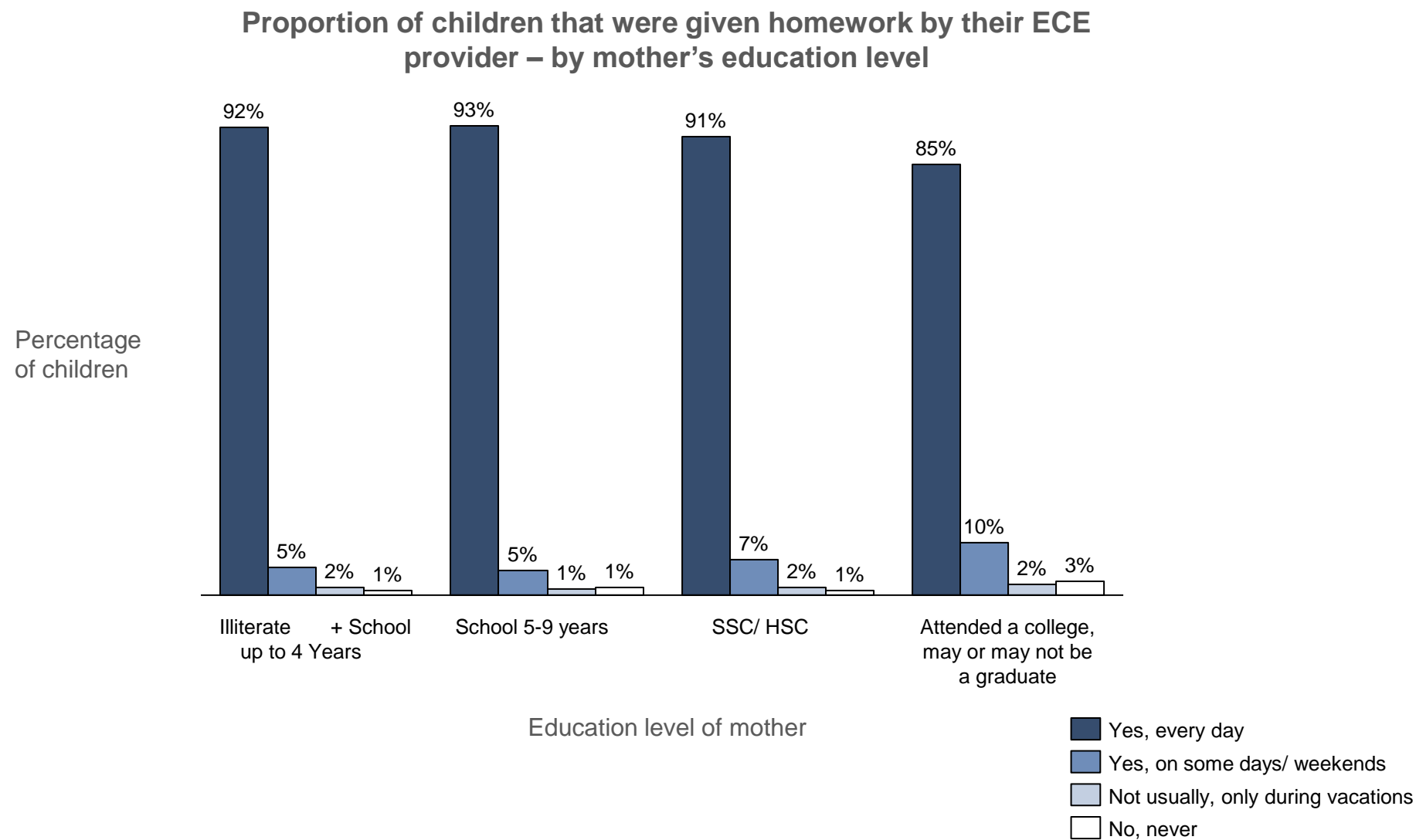
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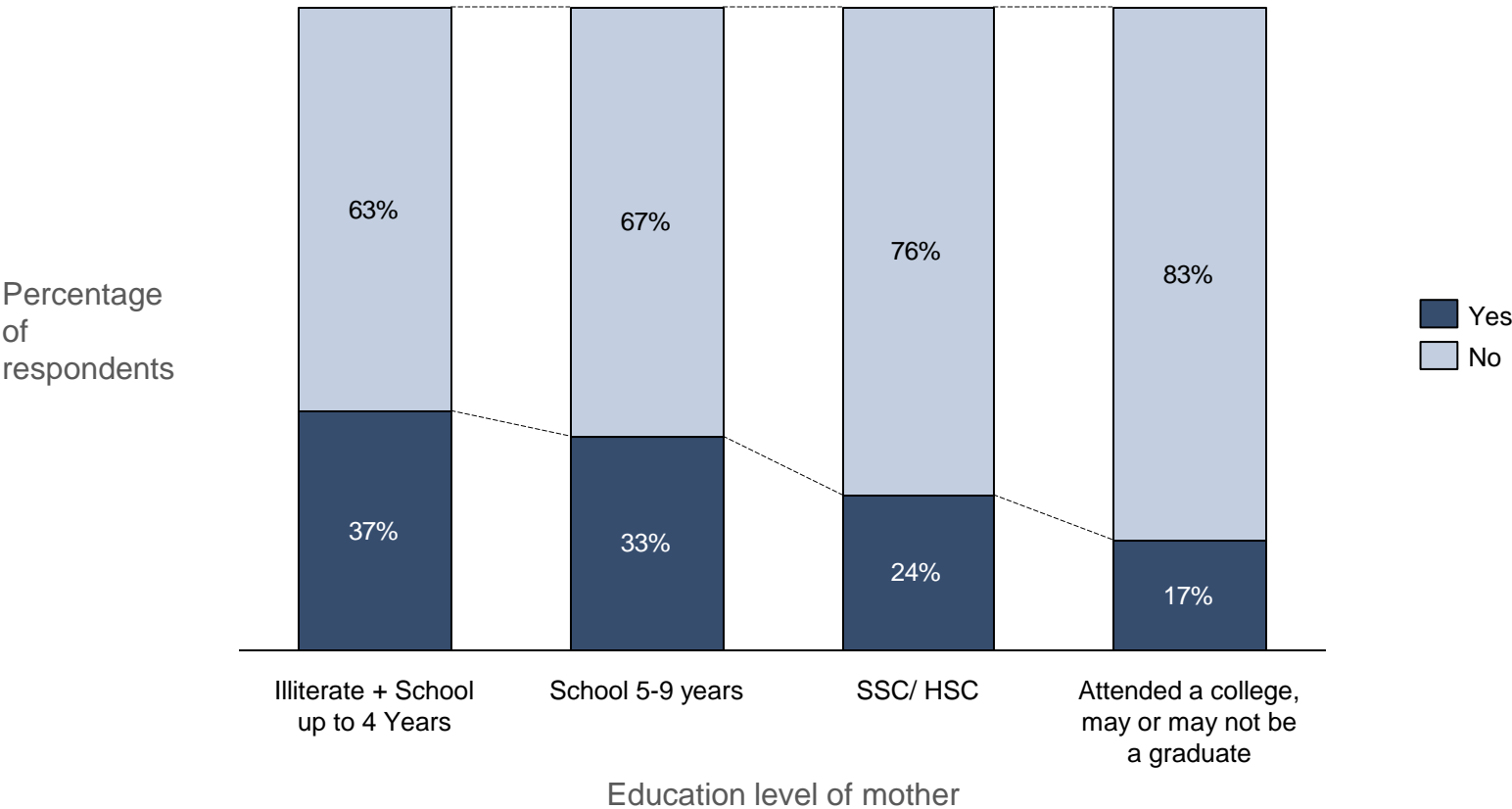


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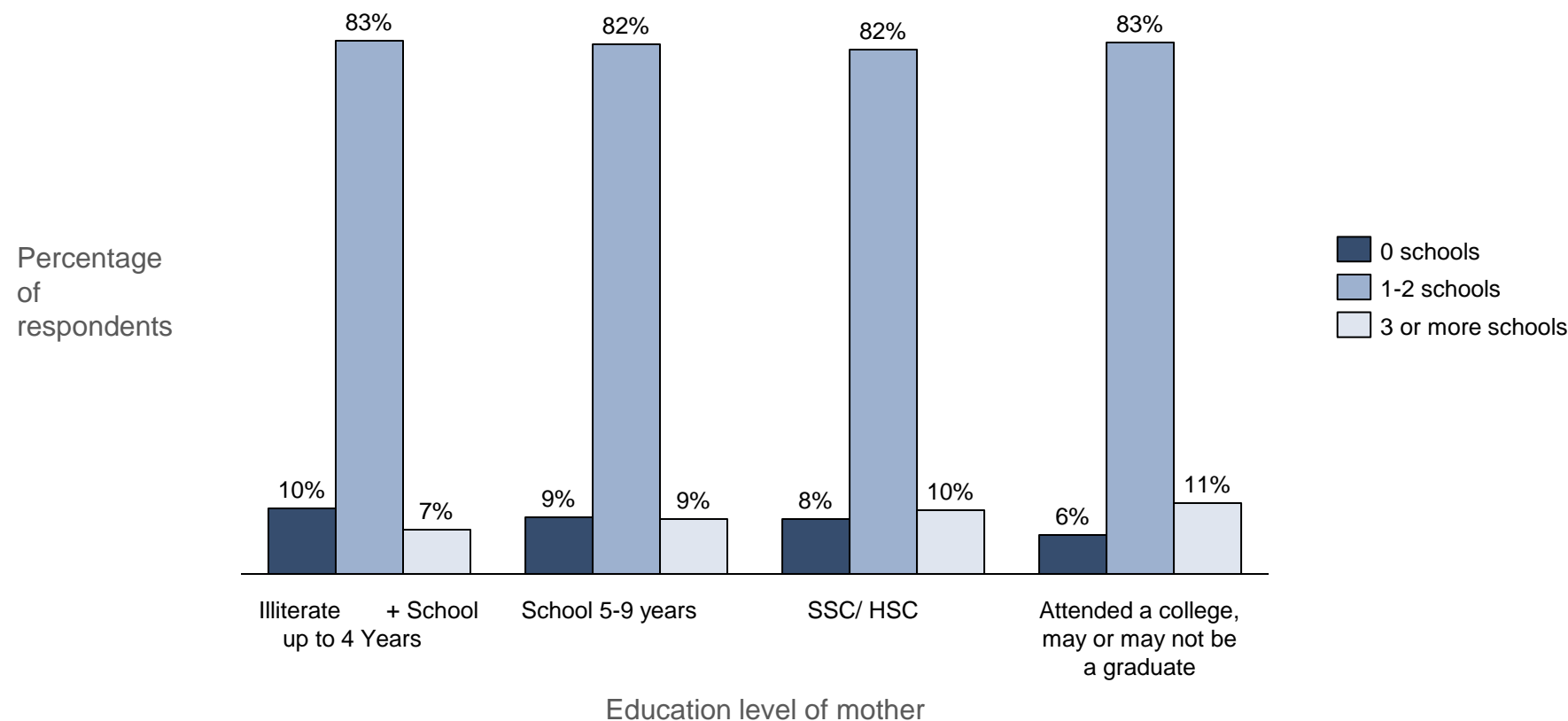
Could households with better educated mothers be early adopters of ‘good’ ECE practices?

Proportion of respondents who sent their child for tuitions – by mother’s education level

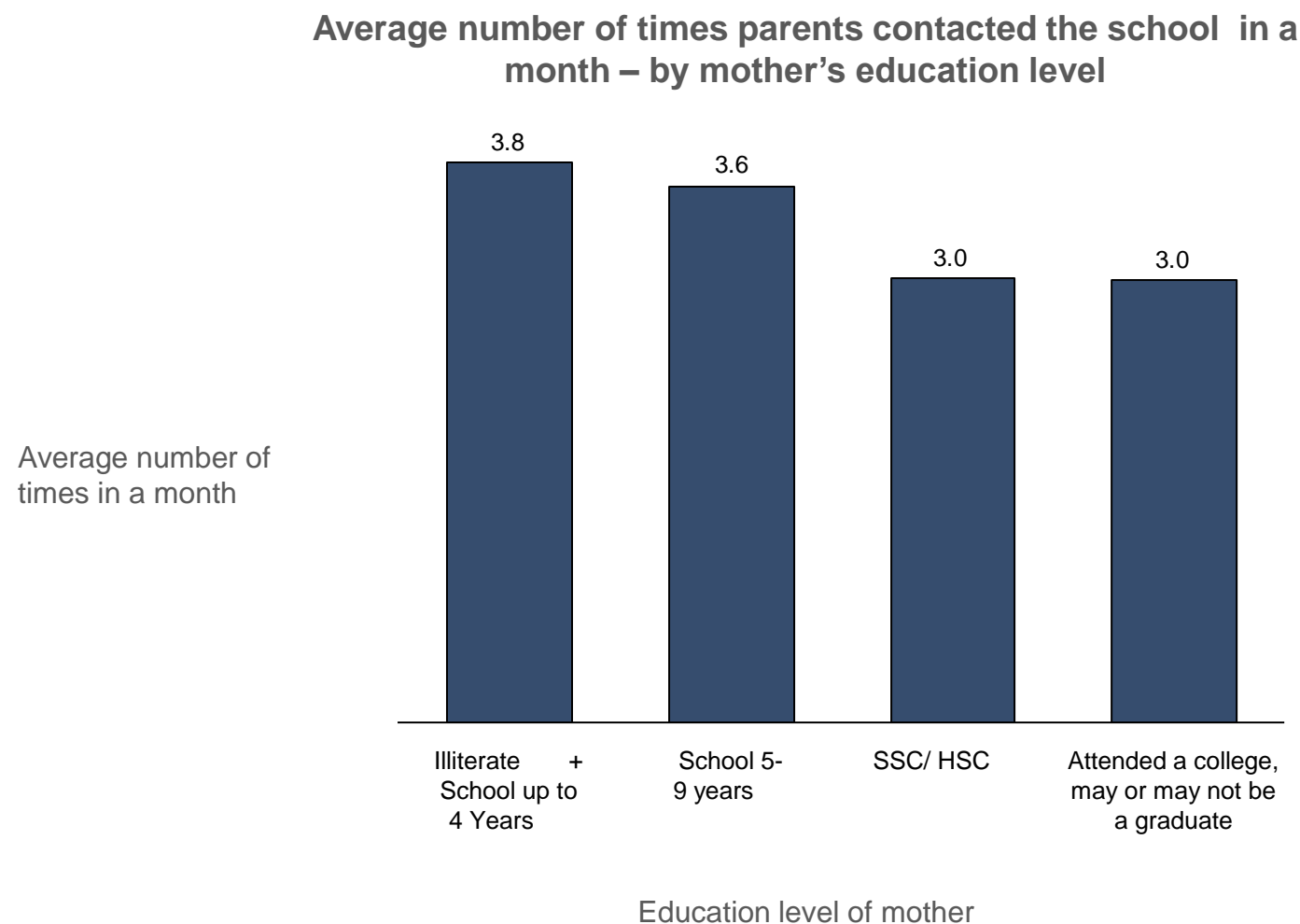


Could households with better educated mothers be early adopters of ‘good’ ECE practices?

Number of schools visited – by mother’s education level

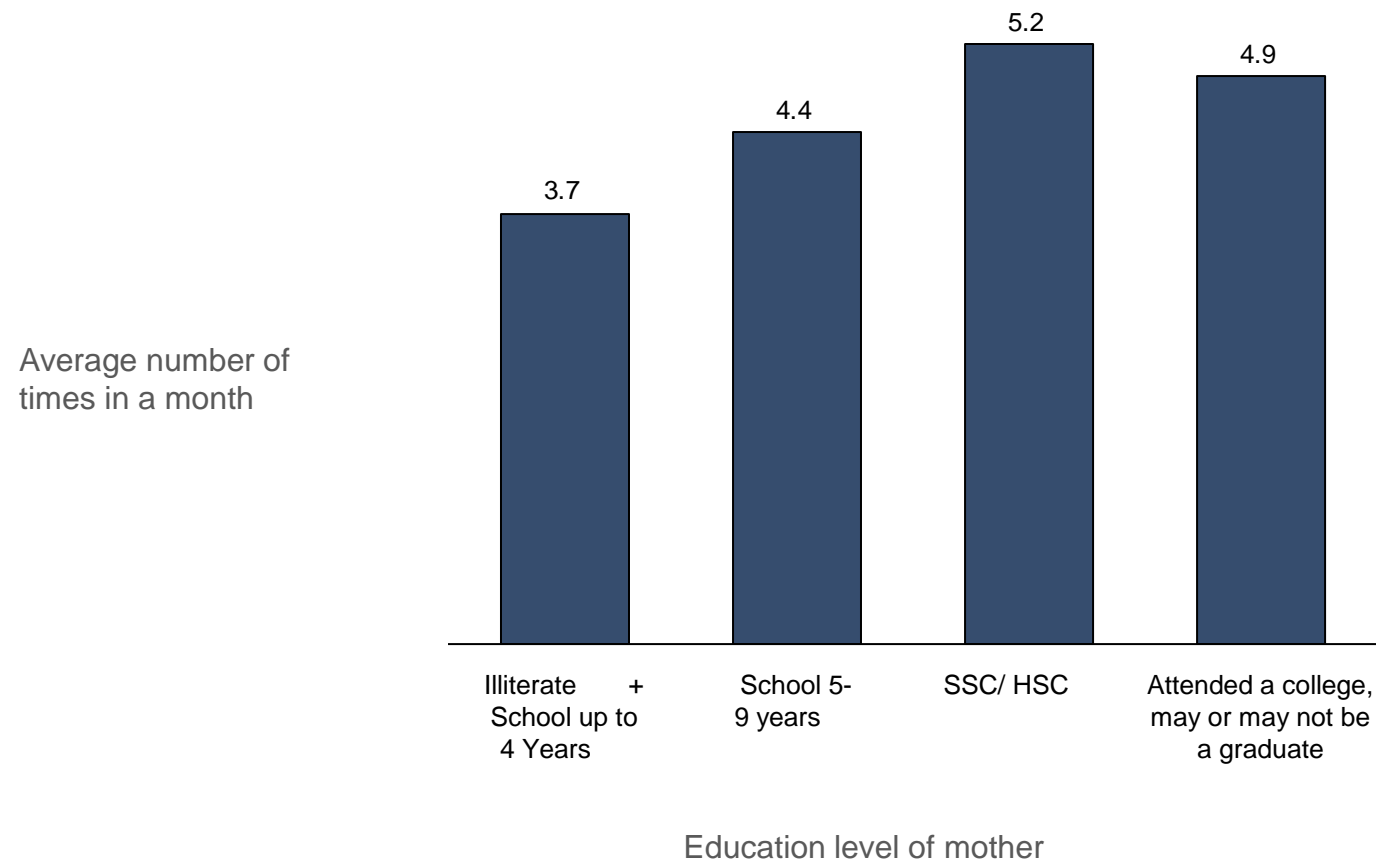


Could households with better educated mothers be early adopters of ‘good’ ECE practices?



Could households with better educated mothers be early adopters of ‘good’ ECE practices?

Average number of times parents met the teacher while picking/dropping the child in a month – by mother’s education level



Estimating the number of 4-5 year olds in urban working poor Indian households

Population of India 2017 ¹	1,288,500,000
Urban population as % of total (2016) ²	33.14%
Estimated current urban population	426,957,360
Share of A3-D1 in urban population	70%
Population of A3-D1 in urban India	298,870,152
0-4 year olds as % of urban population ³	7.30%
5-9 year olds as % of urban population ³	8.00%
4-5 year olds as % of urban population	3.06%
Population of 4-5 year olds in A3-D1 (urban India)	9,145,427

Assumptions

1. Share of urban population to total population in 2017 is the same as that in 2016
2. Urban-rural composition of population for A3-D1 is the same as overall urban-rural composition
3. Age composition of population in 2017 is the same as that in 2015
4. Age composition of the A3-D1 population is the same as the overall age composition
5. Population is uniformly distributed across each of the two 5-year age groups (0-4 and 5-9)

Data sources

1. Table A33, Economic Survey of India 2017 (Volume 2) http://www.indiabudget.nic.in/es2016-17/echapter_vol2.pdf
2. World Bank <http://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS?end=2016&locations=IN&start=2016&view=chart>
3. Chapter 2, Sample Registration System Statistical Report 2015 http://www.censusindia.gov.in/vital_statistics/SRS_Report_2015/6.Chap%202-Population%20Composition-2015.pdf



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