



REIMAGINING SOCIAL CHANGE



www.fsg.org/pipe



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Selecting a Tool to Measure Early Learning Outcomes

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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PIPE would require assessment tools to track and measure the effectiveness of ECE interventions

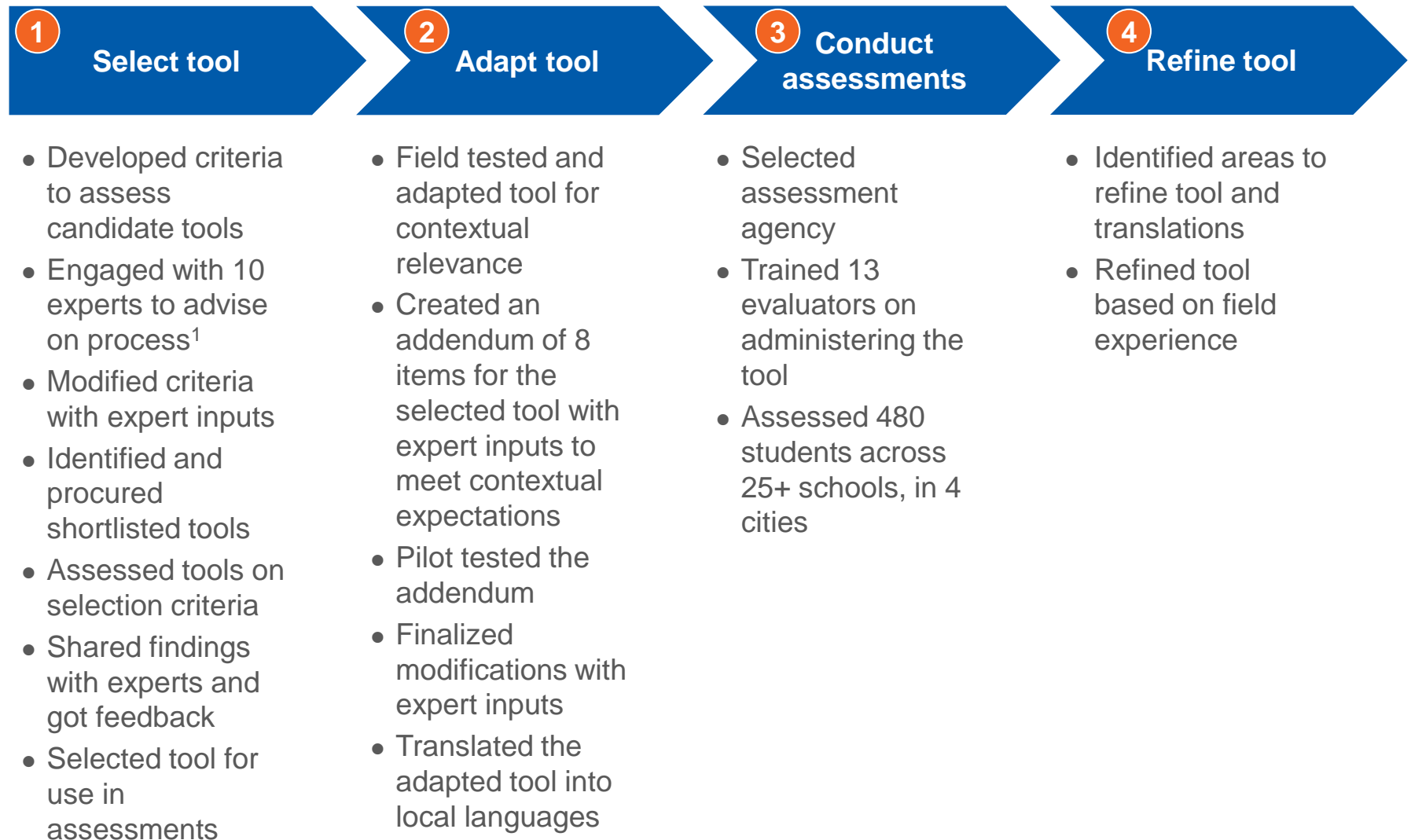
Metric to be Measured	Objective of Tools
Child outcomes	<ul style="list-style-type: none">• To assess the impact of the interventions on child outcomes• To assess and report development outcomes of children in India from different backgrounds/environments and highlight areas for attention
Class environment	<ul style="list-style-type: none">• To assess the impact of the interventions on classroom environment• To assess and report the level of quality in a selection of class environments and identify areas for attention
Home environment	<ul style="list-style-type: none">• To assess the impact of markers on parents' understanding of development and parents' engagement with children• To assess the impact of markers on parents' demand for quality ECE
Operational performance	<ul style="list-style-type: none">• To monitor implementation of the interventions and identify challenges preventing the achievement of intended outcomes

Different tools would measure different aspects of the interventions

Metric to be Measured	Objective of Tools
Child outcomes	<ul style="list-style-type: none">• To assess the development impact of the interventions• To assess and report development outcomes of children in India from different backgrounds/environments and highlight areas for attention
Class environment	<ul style="list-style-type: none">• To assess the impact of the interventions on classroom environment• To assess and report the level of quality in a selection of class environments and identify areas for attention
Home environment	<ul style="list-style-type: none">• To assess the impact of markers on parents' understanding of development and parents' engagement with children• To assess the impact of markers on parents' demand for quality ECE
Operational performance	<ul style="list-style-type: none">• To monitor implementation of the interventions and identify challenges preventing the achievement of intended outcomes

Focus of this document

Staged approach was used to select and refine the tool to measure child outcomes



Notes: ¹Experts consulted include Abbie Raikes, Venita Kaul, Nandita Jhaveri, Aisha Yousafzai, Nirmala Rao, Amanda Devercelli, Amber Gove, Jayanti Tambe, MS Tara, Vibha Krishnamurthy . Further details are provided on slide 15.

Quality assessment tools should be contextually relevant, produce-granular results, be usable at scale and be adaptable



Criterion

Description

1

Assess environment and impact

- Assess age-specific child development outcomes (e.g. literacy, numeracy, social-emotional skills)
- Assess factors that are relevant to PIPE (e.g., capture data on numeracy but not on nutrition)

2

Produce granular results

- Scale that provides sufficient range
- Ability to distinguish between good, poor, and great quality

3

Possible to use at scale

- Possible to be used by people without advanced qualifications in ECE
- Support should be available from owner of tool

4

Possible to adapt

- Tool owners / managers should be open to adaptation
- Minor modifications (i.e. a user manual or a glossary) are preferable compared to major modifications (i.e., adding or removing questions, changing questions)

PIPE considered a number of tools that assess child development outcomes for use in the program



Tools considered by PIPE¹

- School Readiness Instrument (SRI)
- International Development and Early Learning Assessment (IDELA)
- Measuring Early Learning and Quality Outcomes (MELQO)
- Bayley Scales of Infant Development

Experts with varied relevant backgrounds were consulted for selecting and adapting the assessment tool



Name	Designation and Organization
Abbie Raikes	Assistant Professor and Director of Global Early Childhood Development, University of Nebraska; Former Lead, Measuring Early Learning Quality & Outcomes project, United Nations Children's Fund (UNICEF)
Venita Kaul	Former Director, Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi
Nandita Jhaveri	Independent education consultant; Former Principal, Saifee School, Mumbai
Aisha Yousafzai	Associate Professor of Global Health, Harvard T. H. Chan School of Public Health, Harvard University
Nirmala Rao	Professor, Early Childhood Education and Development, Hong Kong University
Amanda Devercelli	Acting Global Lead, Early Childhood Development, World Bank
Amber Gove	Director, Research, RTI International
Jayanti Tambe	Executive Director, Early Care and Education, University of California, Los Angeles
MS Tara	Independent education consultant; Former Regional Director, National Institute of Public Cooperation and Child Development
Vibha Krishnamurthy	Founder & Executive Director, Ummeed Child Development Center

Tools were assessed across five key developmental domains



Development domain	Rationale
Numeracy and problem-solving skills	<ul style="list-style-type: none">• Pre-math concepts of size, patterns, sequences, estimation, etc. are important to master for school readiness
Early language skills	<ul style="list-style-type: none">• This is a focus of ECE settings and lays the foundation for other learning• Pre-reading, sound and letter awareness and recognition are necessary skills for school readiness
Motor skills	<ul style="list-style-type: none">• Fine motor skills are important for preparedness for formal writing etc.• Gross motor skills are important to master control of major muscle groups in the body in order to engage in more complex physical activities later
Socio-emotional skills	<ul style="list-style-type: none">• Interacting with peers, adapting to different adults and environments, etc.
Executive function	<ul style="list-style-type: none">• Ability to plan, focus attention, remember instructions, and juggle multiple tasks successfully

Notes: While language and math are two components of the various areas of development, formal schools in India tend to focus more on these two and hence in reference to school readiness these have been ranked higher. In terms of motor skills, for school readiness, fine motor skills will probably have more focus than gross motor skills. Also, while it is important to ensure math and language mastery, there needs to be a balance in the focus on other categories as well.

PIPE tested shortlisted tools, and in consultation with experts, selected the IDELA tool for assessments (1/2)



Criteria on which tools were evaluated	Tool options ^{1,2}		
	SRI ³	MELQO ⁴	IDELA ⁵
Coverage of key domains <ul style="list-style-type: none"> Numeracy and problem-solving Early language Motor Socio-emotional Executive Function 	✓ (Pre-numeracy, math) ✓	✓ ✓ ✓ (Fine motor) ✓ ✓	✓ ✓ ✓ ✓ ✓
Openness to adaptation	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes – open to limited extensions to core tool
Training available	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> To be developed 	<ul style="list-style-type: none"> Yes

 Preferred option

Notes: ¹Tick marks indicate that the domain is covered by the tool; ²Text in parentheses indicates that the tool covers only that specific construct; ³School Readiness Instrument; ⁴Measuring Early Learning and Quality Outcomes; ⁵International Development and Early Learning Assessment; The Bayley Scales of Infant Development were not considered as they are applicable only for children up to 42 months of age

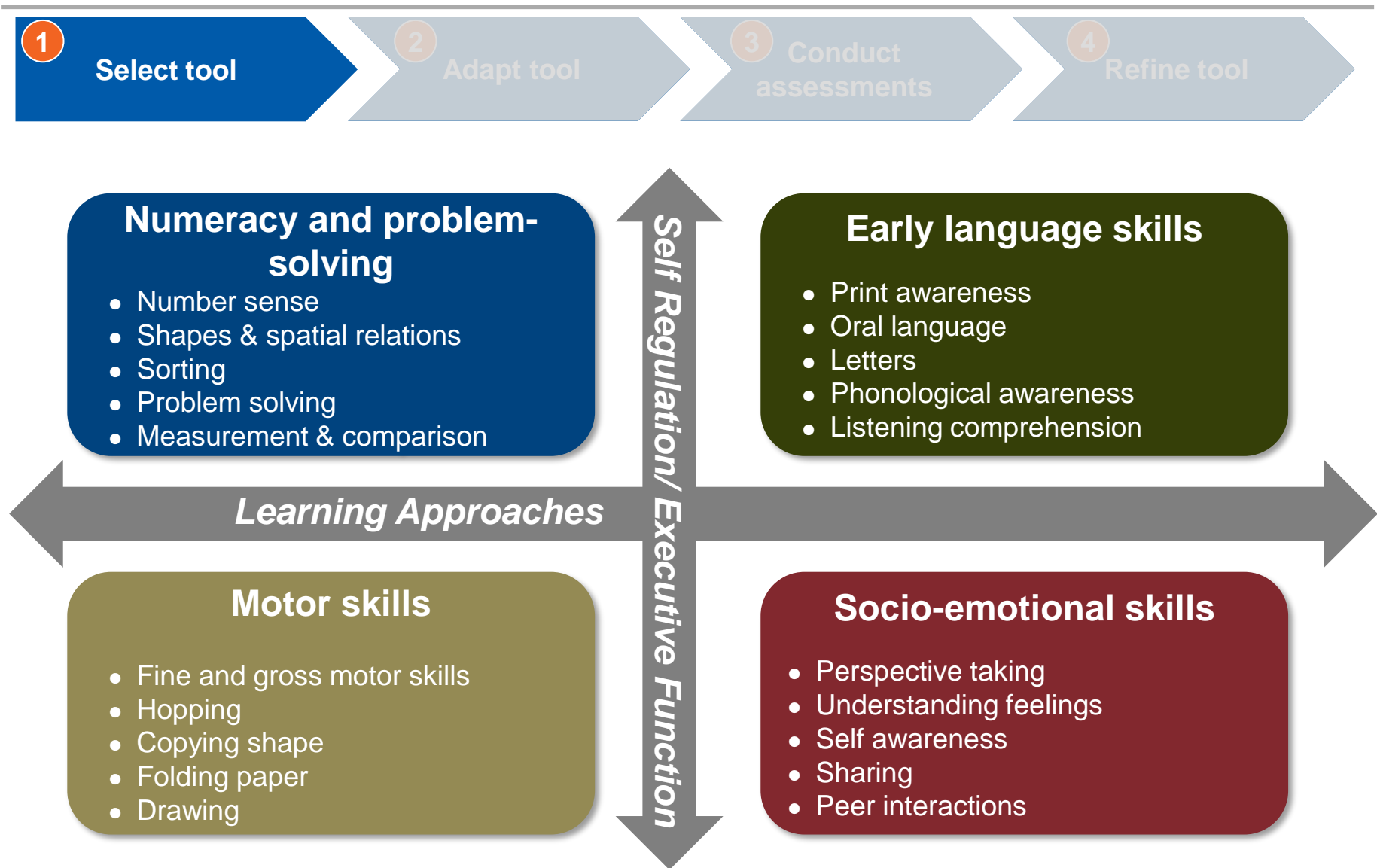
PIPE tested shortlisted tools, and in consultation with experts, selected the IDELA tool for assessments (2/2)



Overview of IDELA

- The **International Development and Early Learning Assessment (IDELA)** is a **play-based** assessment tool developed by Save the Children
- It is targeted at children **aged 3.5 - 6.5 years**
- IDELA is designed for **global use**, and assessments are feasible for **low resource settings**
- It has **24 items** that cover **5 development domains** (i.e., math and numeracy, language and literacy, motor skills, socio-emotional, and executive functioning)
- IDELA has been successfully **adapted and used** in **25+ countries**

IDELA covers all identified key development domains



PIPE identified skills that were either not being assessed by IDELA or could be assessed more deeply



Domain

Skill (construct)

Skills not included in IDELA but developmentally appropriate and relevant in APS context

**Numeracy
and
problem-
solving**

- Number/quantity comparison
- Ability to work with patterns
- Positionality (spatial understanding)

**Early
language**

- Spoken language
- Reading simple phonic words (e.g. consonant, vowel)

Skills included in IDELA but could be assessed in greater detail

**Executive
function**

- Working memory
- Inhibitory control

PIPE consulted experts and other tools to create an addendum to IDELA that can assess the additional skills (1/2)



Domain: Numeracy and problem-solving

Construct	Item	Rationale for inclusion	Source
<ul style="list-style-type: none">Number comparison	<ul style="list-style-type: none">Identifying the greater quantity, and the greater numeral	<ul style="list-style-type: none">Ability to compare numbers is an important math skillItems have been tested during development of MELQO	<ul style="list-style-type: none">MELQO
<ul style="list-style-type: none">Patterning	<ul style="list-style-type: none">Copying a patternCompleting a pattern	<ul style="list-style-type: none">Ability to work with patterns is an important pre-math skillItem has been administered as part of SRI assessments	<ul style="list-style-type: none">SRI
<ul style="list-style-type: none">Positionality	<ul style="list-style-type: none">Identifying objects by their position, relative to a table	<ul style="list-style-type: none">Understanding of positionality is an important concept for spatial understandingItem has been tested during development of MELQO	<ul style="list-style-type: none">MELQO

PIPE consulted experts and other tools to create an addendum to IDELA that can assess the additional skills (2/2)



Domain: Early language

Construct	Item	Rationale for inclusion	Source
<ul style="list-style-type: none">• Reading skills	<ul style="list-style-type: none">• Reading simple, three-letter phonic words	<ul style="list-style-type: none">• Schools expect children to read simple words in Grade 1	<ul style="list-style-type: none">• PIPE
<ul style="list-style-type: none">• Expressive vocabulary	<ul style="list-style-type: none">• Speaking in full sentences to describe a picture	<ul style="list-style-type: none">• Spoken English is an important skill• Item has been administered as part of SRI assessments	<ul style="list-style-type: none">• SRI

PIPE followed the same process to add items that assess skills related to Executive Function in greater detail



Domain: Executive function	Construct	Item	Rationale for inclusion	Source
	<ul style="list-style-type: none">Working memory	<ul style="list-style-type: none">Backward digit span	<ul style="list-style-type: none">Enhance IDELA's assessment of working memory	<ul style="list-style-type: none">MELQO
	<ul style="list-style-type: none">Inhibitory control	<ul style="list-style-type: none">Knocking or tapping (opposite of whatever the evaluator does)	<ul style="list-style-type: none">Enhance IDELA's assessment of inhibitory control	<ul style="list-style-type: none">LEAPS¹ study (being conducted by Aisha Yousafzai in Pakistan)

Notes: ¹Learning and Educational Achievements in Punjab Schools

PIPE selected an agency experienced in child assessments, and trained their evaluators on administering IDELA and the addendum



Selection of assessment agency

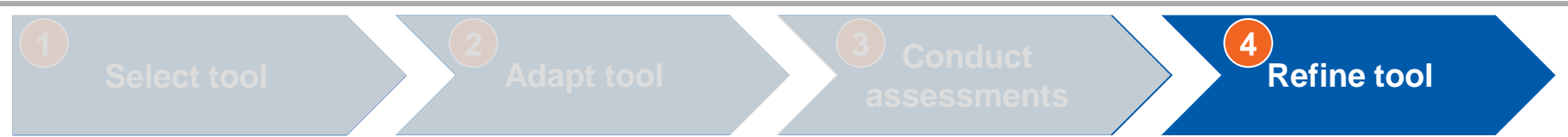
- PIPE invited agencies with assessment experience to submit proposals for conducting baseline assessments and selected the assessment partner from amongst applicants

Training of evaluators

- PIPE team members managing the assessments were trained on administering the IDELA by experts from Save the Children
- PIPE used material and methodology from Save the Children to train 13 evaluators before the assessments
 - Evaluators were trained for 4 days (1 day orientation and 3 days practice)
 - 4 evaluators were trained for Bangalore and Hyderabad (each), 3 for Mumbai, and 2 for Delhi



Apart from two items, the IDELA worked well



- Most items on the IDELA tool worked well
- One socio-emotional item may not have fit well in the cultural context
 - **Question on emotional awareness/regulation:** Very few children could answer the question (on what makes them sad)
- One item proved difficult to administer
 - **Task on inhibitory control:** Evaluators found it challenging to stick to the scripted instructions that required them to maintain neutral body language and only give verbal instructions

Most of the items in the addendum worked well, but a few require further modification

1 Select tool	2 Adapt tool	3 Conduct assessments	4 Refine tool
<i>Construct</i>	<i>Item</i>	<i>Pilot performance</i>	
<ul style="list-style-type: none"> • Numeracy and problem-solving: Number comparison 	<ul style="list-style-type: none"> • Identifying the greater quantity, and the greater numeral 	<ul style="list-style-type: none"> • Item worked well 	
<ul style="list-style-type: none"> • Numeracy and problem-solving: Patterning 	<ul style="list-style-type: none"> • Copying a pattern • Completing a pattern 	<ul style="list-style-type: none"> • Items worked well 	
<ul style="list-style-type: none"> • Numeracy and problem-solving: Positionality 	<ul style="list-style-type: none"> • Identifying objects by their position, relative to a table 	<ul style="list-style-type: none"> • Image used for questions on positionality was not clear 	
<ul style="list-style-type: none"> • Early language: Reading skills 	<ul style="list-style-type: none"> • Reading simple, three-letter phonic words 	<ul style="list-style-type: none"> • Item worked well 	
<ul style="list-style-type: none"> • Early language: Expressive vocabulary 	<ul style="list-style-type: none"> • Speaking in full English sentences to describe a picture 	<ul style="list-style-type: none"> • Image used did not seem stimulating enough for children to form sentences 	
<ul style="list-style-type: none"> • Executive Function: Working memory 	<ul style="list-style-type: none"> • Backward digit span 	<ul style="list-style-type: none"> • Backward span beyond 3 digits was too difficult for children 	
<ul style="list-style-type: none"> • Executive Function: Inhibitory control 	<ul style="list-style-type: none"> • Knocking or tapping (opposite of whatever the evaluator does) 	<ul style="list-style-type: none"> • Item worked well 	

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Organizations interested in accessing IDELA can sign an MoU with SAVE

Organizations/ partners interested in using IDELA can access it by signing an MoU with SAVE. Further details in this regard are available at:

<https://idela-network.org/start-using-idela/>

- FSG can provide additional support in using IDELA
 - FSG added an addendum to the IDELA to assess skills that were either not being assessed by IDELA or could be assessed more deeply. In case organizations wish to **access and use the addendum**, they can reach out to FSG at PIPE@fsg.org.
 - FSG has used the tool and hired and trained assessors to use the tool. In case organizations require assistance and support in **training assessors**, FSG can provide the required guidance and help.

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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

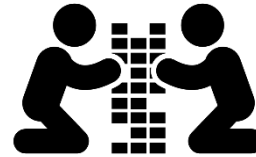
- Limited awareness of poor learning outcomes in children
- Limited awareness on the benefits of ABL
- Current rote memorization technique meets parents' demands

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

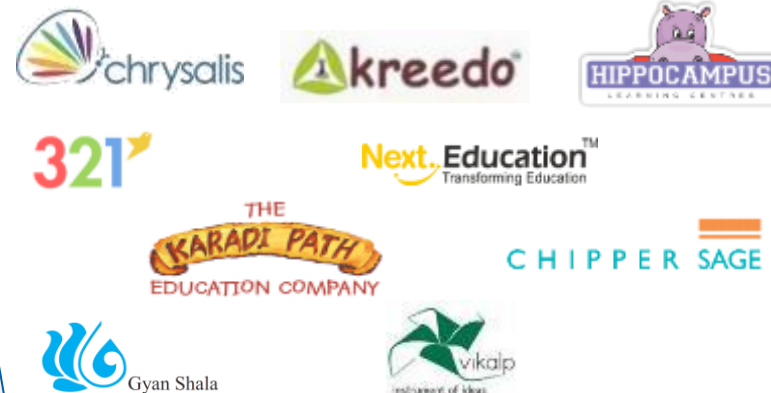
3 ABL solution providers
>500 APSs each

Activities

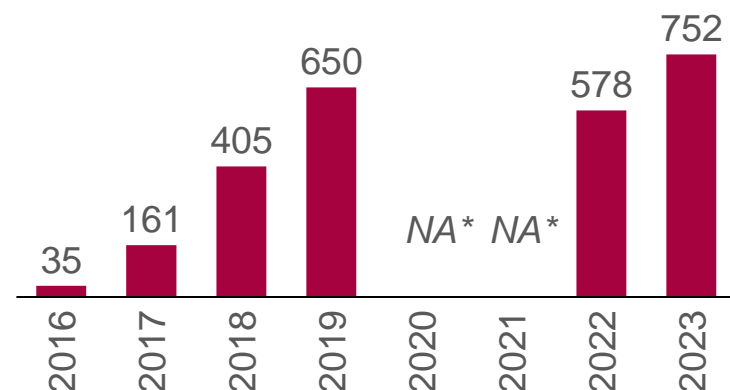
- Identified, convinced and **signed-up 8 partners** to the serve the APS market
- Developed a **profitable business model** for the APS market
- Identified barriers and developed 23 best practices across 4 business functions** (i.e. product, sales, implementation and management) to support partners 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 city
 Assess outcomes: Assess outcomes, best practices, tools, and aspirations of families with 100 operations annually

Goal

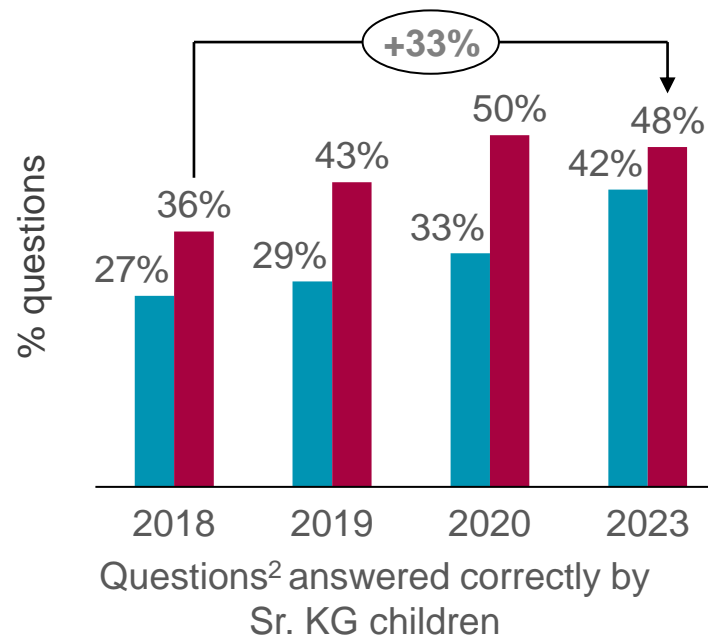
50% better learning outcomes across each skill

Activities

- **Developed public goods** based on research with 4400 parents, 28 APS administrators, 40 teachers, 167 ABL solution providers to:
 - Understand the **reasons for poor learning outcomes**
 - Leverage motivations of stakeholders to improve quality
- **Supported partners in adapting their product** for the APSs market and in improving teacher training
- Developed '**STARS**', a **tool to assess education quality** (including learning outcomes) in APS
- **Annually assessed and published learning outcomes** in PIPE APSs
- Supporting partners to **develop remote learning strategies to ensure learning continues** during the pandemic

Impact to date¹

33% improvement Since 2018



Control APSs PIPE APSs

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

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 | 31

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

1. Scale supply: 1 ABL module provides learning 1000 ABLs each
 2. Improve quality: 10% better learning outcomes across all ABLs
 3. Shape demand: Promotes demand supply to 10% of APSs adopting ABL in one tier-1 city

Goal

Pervasive demand leads to 15% of APSs adopting ABL in one tier-1 city

Activities

- Developed '**markers to test concepts**' to shape parental demand
- Developed **video and print collaterals** to educate stakeholders on key skills that children should be learning by age
- Developed 8 videos to educate parents** about their child's current poor learning outcomes, and help them engage in simple activities with their children at home
- Supported partners in organizing '**learning exhibitions**' for parents, to showcase child learning outcomes due to ABL
- Developed '**Toys in a box**', an engaging set of 6-8 developmentally appropriate affordable toys that engage children on key developmental outcomes

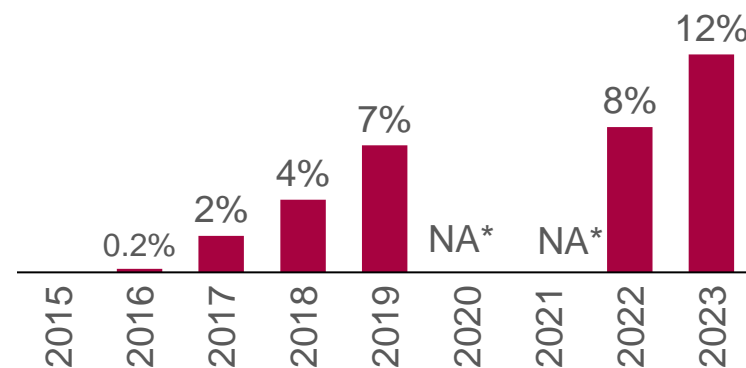
Impact to date

Disseminated parent engagement videos to 100K+ parents



www.ratta-ya-samajh.com

% 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

0. Scale supply: 1 ABL solution providers serving ~100 APSs each
 1. Improve quality: 10% better learning outcomes across all ABLs
 2. Change demand: Persuade demand leads to 15% of APSs adopting ABL, in one day 1 city
 Raise awareness: 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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- 4 Appendix**

Key learnings from the fieldwork for assessments

Personnel

- Evaluators are generally contract staff with limited skills, and are engaged only for the duration of the project
 - Motivating them and conveying a sense of ownership regarding assessments is challenging
 - Logistical issues arise due to lack of professionalism exhibited by such personnel (e.g., tardiness, not turning up at all)
- Field staff are critical in terms of arranging local logistics and managing relations with the APSs

Training

- PIPE needs to build assessment capacity in partner organizations (e.g., by facilitating Train the Trainer sessions for some permanent staff)
- Training pools should be larger, permitting greater leeway in selecting personnel that the team feels will perform well
- Another round of full training will be required before conducting assessments again (the team had earlier planned only a 1-day refresher training)



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