Program to Improve Private Early Education (PIPE)

IMPACT ASSESSMENT

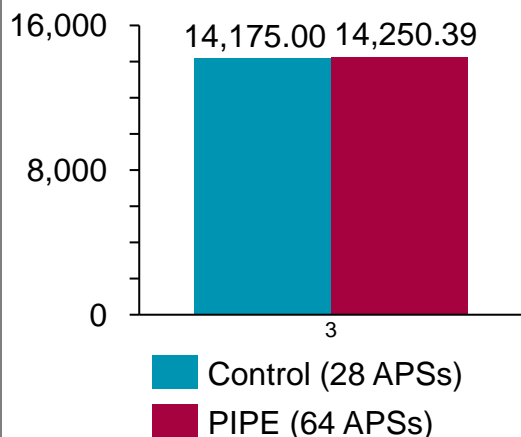# PIPE signed up 106 PIPE and 28 Control APSs that are representative of the same target population
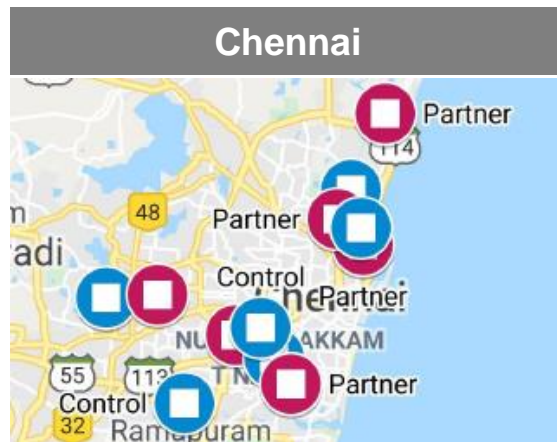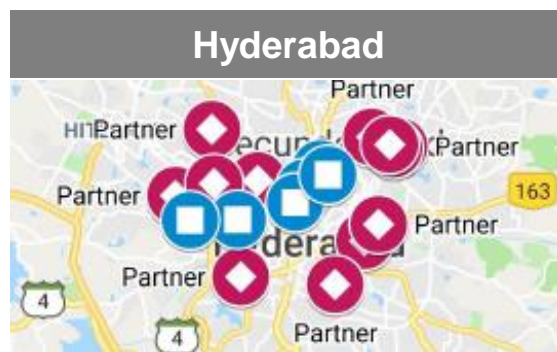
Similar segment of schools

- Private schools that are not government-aided, trust-aided or trust-funded
- Operate pre-primary to Grade 10
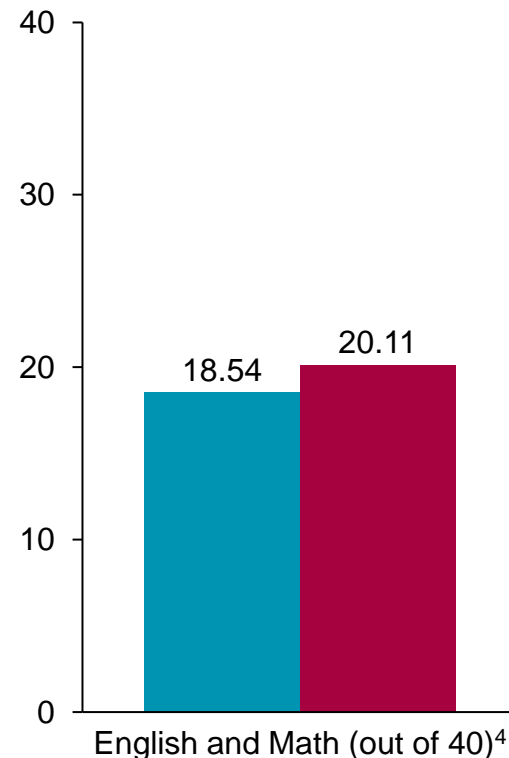- All inclusive annual fee < INR 21,000[1]

Similar fees[2] (INR)

- Control (28 APSs): 14,175.00
- PIPE (64 APSs): 14,250.39

Same neighbourhood with similar parent profile[1]

Hyderabad

Chennai

◇ PIPE APSs   ◻ Control APSs

Similar outcomes in grade 2 with no intervention[3]

- English and Math (out of 40)[4]
  - Control: 18.54
  - PIPE: 20.11

- Control (139 children)
- PIPE (521 children)

1. Based on PIPE teams' understanding of the schools and neighbourhood
2. Includes books, tuition fee, admission/ readmission fee, uniforms, etc. and excludes transportation | For PIPE schools, fees were reported by partners | For control schools, fee details were collected from the school directly
3. Typically follow traditional pedagogy (no external play-based intervention) | 4. Each student was asked 5 English and 3 Math questions

PIPE developed STARS[1] and hired an external organization to conduct assessments

- **Developed the Scoring Tool for Assessing Readiness at School (STARS)[1]** to assess the impact and sustainability of ABL in APSs
  - The **tool assesses schools across 5 key sections** namely classroom environment[2], Sr. KG student learning outcomes[3] and interviews with administrators, teachers and parents

- **Identified and signed up 134 APSs** that included
  - 106 APSs with partner solutions
  - 28 APSs with no partner solutions

- **Shortlisted and trained assessors** from Modulus Research and Analysis who were shortlisted for this study

- **Ensured data consistency and accuracy** by
  - Shadowing all assessors on their first 2 assessments across 8 cities
  - Conducting 9 surprise spot checks at schools covering all assessors across 5 cities

- **Organized and analyzed the data** to identify key findings which have been listed in this document
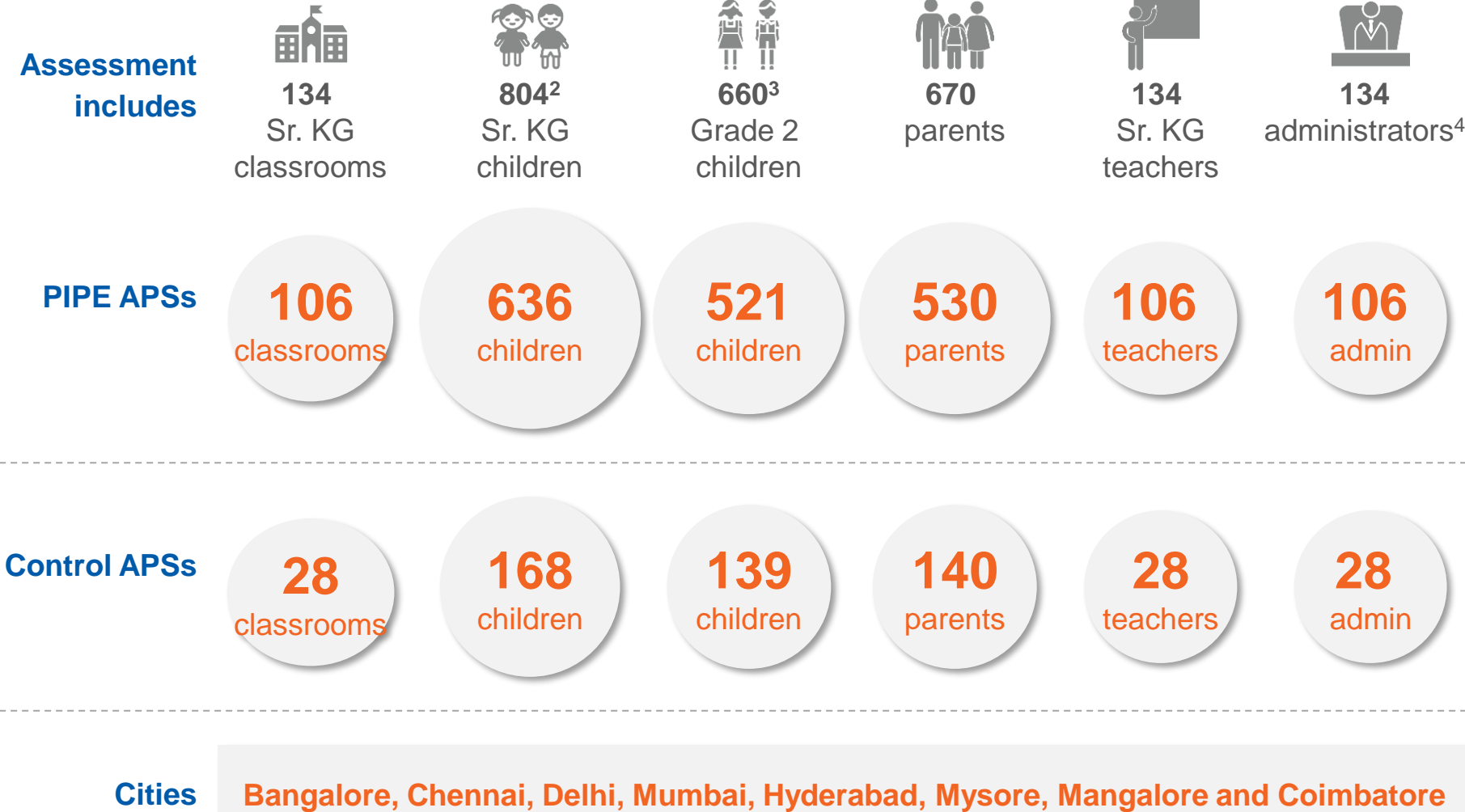
PIPE shortlisted Modulus Research & Analysis after soliciting services from 4 agencies to conduct the impact assessment

Assessment conducted by Modulus Research & Analysis

1. To refer to the Scoring Tool for Assessing Readiness at School (STARS) (formerly known as the Preschool Assessment Tool (PAT)) and the approach to developing the tool visit *STARS>>*
2. Adapted ECERS R to the Indian APS context. To learn more, visit *www.fsg.org/PIPE*
3. Selected questions from an adapted version of IDELA for the Indian APS context. To learn more visit *STARS>>*

PIPE assessed[1] 134 APSs across 8 cities, including 9 Vikalp APSs

Assessment includes	134 Sr. KG classrooms	804[2] Sr. KG children	660[3] Grade 2 children	670 parents	134 Sr. KG teachers	134 administrators[4]
PIPE APSs	106 classrooms	636 children	521 children	530 parents	106 teachers	106 admin
Control APSs	28 classrooms	168 children	139 children	140 parents	28 teachers	28 admin

Cities   **Bangalore, Chennai, Delhi, Mumbai, Hyderabad, Mysore, Mangalore and Coimbatore**
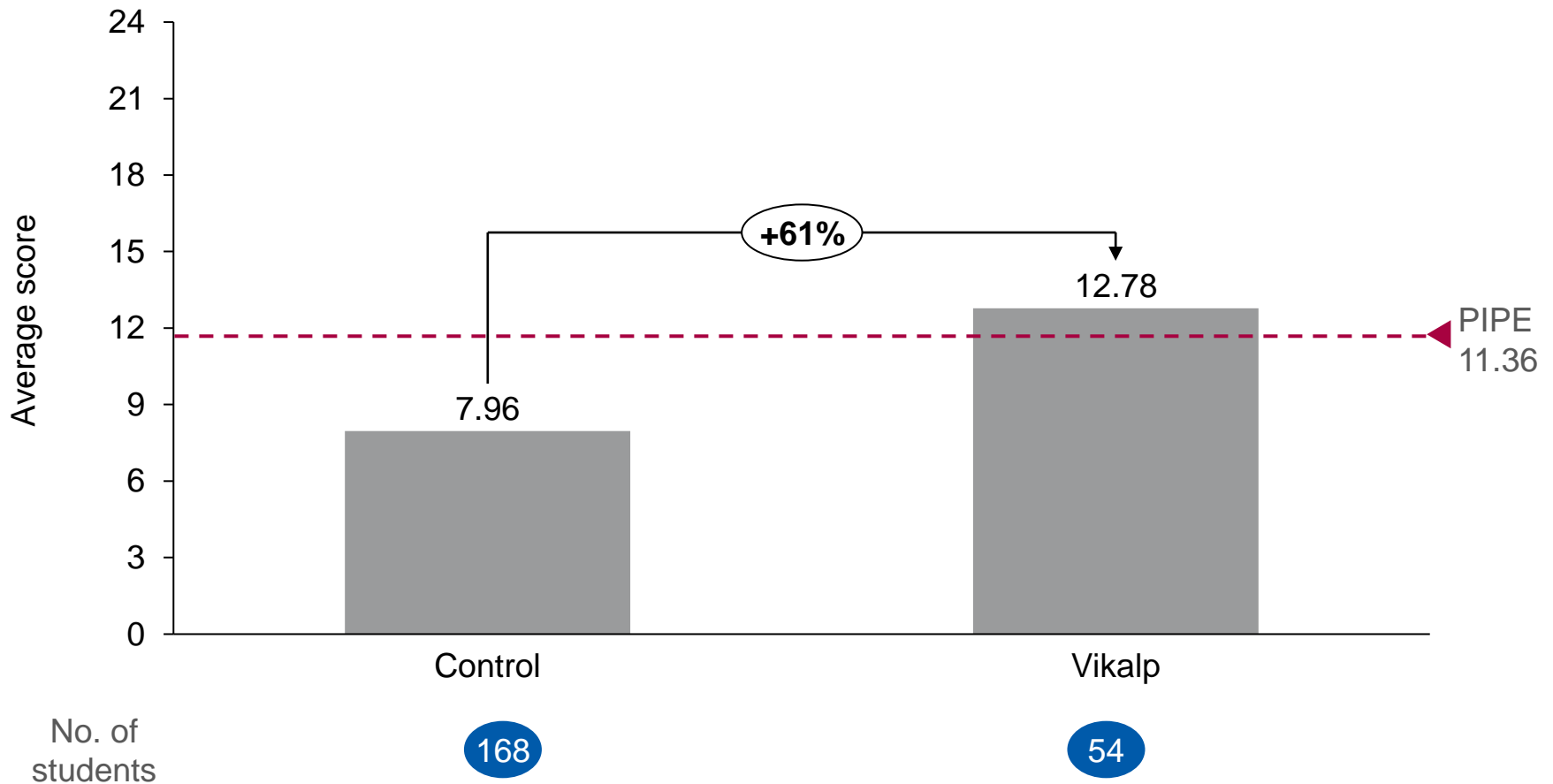
1. PIPE shortlisted Modulus Research & Analysis to conduct the assessments
2. Includes 412 boys and 392 girls | 3. Includes 339 boys and 321 girls | 4. Includes principals, owners, management, in-charge, etc.
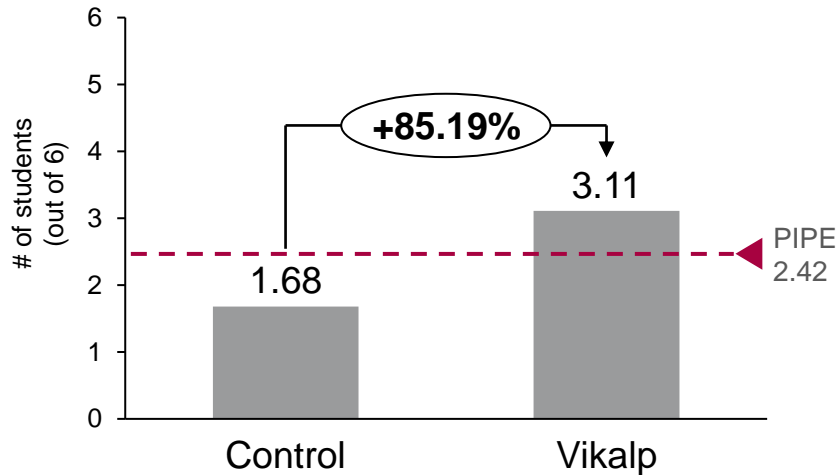
Vikalp schools scored 61% higher than control schools on Sr. KG student math learning outcomes

Average number of children that answered correctly by partner (out of 24)
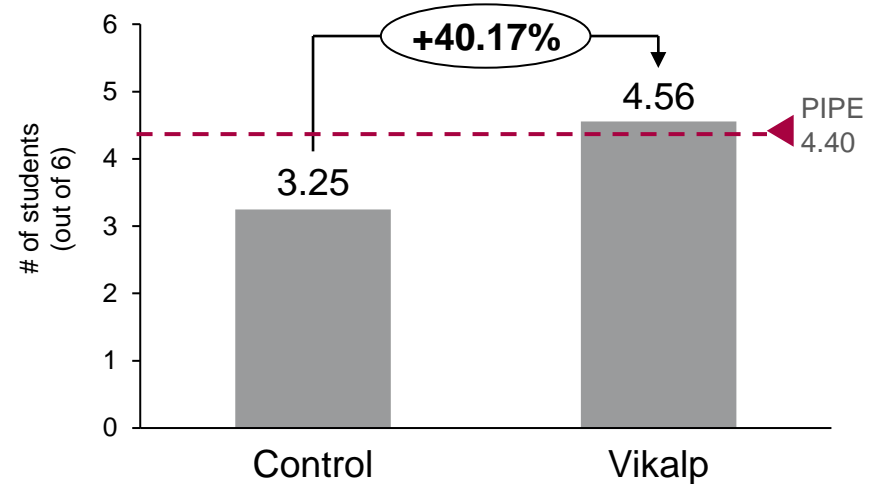
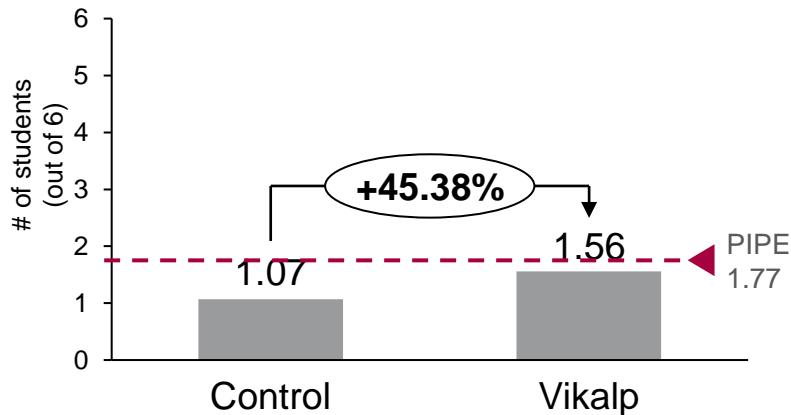# Vikalp has performed better than control schools on all math learning outcomes

Number of students that counted 12 sticks from a set of 20

Number of students that could identify a circle-shaped object in their surrounding environment

Number of students that identified largest number from a group of 6 single digit numbers

Number of students that could solve abstract addition