Multi-Tasking Card

Game to engage the community

Bachpan Bachao

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EXECUTIVE SUMMARY

Although India is currently enduring serious economic problems, it has made substantial strides in the area of childhood education. However, the early childhood education (ECE) system is still inadequate, especially as Anganwadi teachers are underfunded and overburdened. Families who are wealthy enough to send their children to private schools may choose to do that instead, but poorer demographics cannot do so, resulting in educational attainment gap between different classes. Bachpan Bachao is addressing this problem by designing a card game intervention that not only helps support children's early development but also raises awareness in the local community regarding Anganwadi teachers' burden. The cards are meant to change the mindsets of local parents, influence their behavior, or encourage them to volunteer at Anganwadis in order to increase the supply of human resources and thereafter ease the multitasking that teachers are struggling with, while offering an engaging game that children can play with during the week. Through detailed surveys before and after implementation of the pilot, Bachpan Bachao will track the efficacy of the game and improvement in students' learning outcomes.

BACKGROUND

2.1 Early Childhood Education in India

The history of early childhood education in India started back in the 1890s when centers and schools were created by English and Scottish missionaries. However, these schools were primarily located in large metropolitan cities and areas catering to the urban elite (Verma 2011). Following this time, Montessori's work in India helped stimulate the expansion of childhood education centers, and the Constitution of India made a provision for children's care and protection (Swaminathan 1996). In the sixties, there were increasing concerns regarding the plight of poverty and deprivation on young children's development, as the years before a child begins formal education have been found to be irreplaceable in terms of overall development as a distinct period of human growth and development that requires careful educational and social attention (Jalongo et al. 2004). This resulted in the launch of the Integrated Child Development Services (ICDS) aimed at development of young children in the most vulnerable groups in India. Today it is considered one of the most comprehensive services in the world, reaching out to over 17 million students through 300,000 centers (Swaminathan 1996). The ICDS selects project areas that are traditionally nutritionally deficient, inhabited by groups poorly served by social services, or urban slums. The ICDS provides ECE services through Anganwadi centers, which are traditionally run by an Anganwadi worker who is a local woman trained through a six-month course. Given that these centers are burdened with so many responsibilities, the reality is that the ICDS program has extremely limited infrastructure and inconsistent service quality (Verma 2011).

2.2 Challenges Anganwadis Face

Anganwadis in India encounters a variety of challenges around at least five dimensions (Appendix A). The centers face difficulties from policymakers as well as the physical facilities themselves. Government funding for the centers are quite low, and there is a lack of stringent regulation or monitoring, so the facilities have extremely limited infrastructure and even occasional power outages. Furthermore, the curriculum is non-standard across different regions and overall lacks emphasis on holistic development and play-based activity, focusing instead on purely academic lessons even though research has shown that young children require significant social education as well in order to develop properly. Additionally, there are issues with both parent involvement and human resource availability for the Anganwadi centers. Parents often lack awareness of the importance of ECE and are thus not entirely supportive of increased efforts for improved education. On the teacher's side, there is a shortage of support financially, in terms

of salaries, and man hours, which creates a severe issue of overburden on the teachers. Training for teachers is only six months long, which is entirely insufficient for the amount of assistance they would need to carry out all their jobs simultaneously.

2.3 Target Problem: Multitasking/Overburden

Anganwadi teachers are extremely overburdened with the multitude of duties they must take care of themselves on a weekly basis. Teachers are expected to not only handle the children in their center but also run a variety of tasks for the community. They must take care of children's nutrition, immunization, and education while making home visits to pregnant women, managing rations and community health check ups, and running parent teacher meetings. Furthermore, they have a series of administrative tasks including teacher meetings, maintaining records, and managing government visits (Appendix B). These simply encompass their official duties, while they are sometimes imposed extra activities by local governments like managing elections or working during community festivals.

In a series of surveys with Anganwadi teachers, Bachpan Bachao found that this multitasking and the resulting overburden was noted as one of the most serious problems they encountered (Appendix C). This issue is closely associated with a variety of other problems in the early childhood education system at large. The numerous tasks they are required to accomplish resulted in a general feeling that they are not being paid enough for the work they do. Due to excessive number of tasks that teachers are expected to accomplish, very little time is actually dedicated to properly teaching the children in the center. According to the handbook for Anganwadi Workers published by the National Institute of Public Cooperation and Child Development, a teacher's job is divided into five categories: planning for implementation of ICDS programme, service delivery, education/communication, community contact, and management/organization (NIPCCD, 2006). In a survey conducted in 2014 in Mangalore taluk, Dakshina Kannada, Karnataka, 57 Anganwadis teachers were interviewed regarding their perceived responsibilities and difficulties. Results showed that 92.4% of the teachers viewed pre-school education as the most important activity although on average, only 14.6 hours per week were dedicated to education, which is less than 2.5 hours per day. On the other end of the spectrum, the minimum hours spent on education was 6 hours per week (Appendix B). Two-third of teachers reported being more stressed by their workload than what is described in the ICDS project (Tripathy et al., 2014). While activities like nutrition and immunization are essential to the physical development the children, without sufficient support for non-teaching tasks, better time management, or increased community support, the teaching component will not be

adequate and thus undermine the quality of early education in Anganwadi center. The difference between the range of activities reveal that there are some teachers performing better than the others. Consequently, there is room for intervention.

In view of the greatest challenge we identified on the ground, Bachpan Bachao aims to address multitasking and overburden of Anganwadi teachers in regards with ICDS tasks and create a solution that relieves teachers' burden so that they have more time and attention for children's education, with the ultimate aim of improving early learning outcomes in pre-primary schools. We would like to engage the parents in the community to help decrease the workload on teachers through a change in mindset & behavior. By raising awareness among the community regarding the teacher's overburden, we can hopefully trigger behavior changes or encourage community assistance to Anganwadis. Change in parental behaviors or additional volunteers can help improve the efficiency of teachers on non-teaching tasks and save more time for teaching. Better allocation of resources on different tasks would mitigate teachers' overburden and improve teaching, which would ultimately benefit the children and boost educational outcomes.

2.4 Target Community: Bangalore South

There is a definite need for improved early childhood education in India at this time. Our pilot program will begin in Bangalore South. We chose Bangalore South in particular because the current Block Education Officer is quite invested in the idea of grassroot innovation to address education challenges in Anganwadis and primary schools. Thus, we think that, for the next five years while the officer is in his position, it would be a fitting time to develop proof of excellence of our work under his leadership. He is also invested in the idea of more NGOs supporting pre-primary and primary education and may become a potential funder to our model or become a spokesperson to the State Board of Education as we think about scaling in future years. Furthermore, Bangalore is the Silicon valley equivalent of India with both human and capital resources that would be required at different phases of our expansion. Historically, Bangalore has been accommodating to innovation, education and entrepreneurship, and so we felt that this would be right place to kickstart our project. We are beginning in this region to ensure that we target families of lower socioeconomic classes who are unable to send their children to private teaching centers. Eventually we will utilize Anganwadi teachers' networks and develop partnerships with local governments to spread word regarding our game to increase support for Anganwadi teachers without depending on increased government funding. Although we will begin with 5 Anganwadis in Bangalore South, we hope to see a 100% increase in number of centers that our game is implemented in each year.

2.5 Barriers of early childhood education

To give context of the parents/families in this region, we collected a series of survey responses. Many parents in the area are daily wage earners, meaning they may work in the fields, construction sites as masons, hospitals as cleaning staff, push cart workers or flower sellers. On average, they earn INR 300/-per day or less, which is equivalent to less than $5/-per day. Most of the parents from the surveys have a maximum of 7th grade education, which is quite low (Rani, 2017).

In order to meet daily needs, parents often cannot leave their work, especially when there is only a single parent. One of the biggest challenges of this project would be for Bachpan Bachao to motivate parents to think beyond their own family problems and be able to contribute towards community problems as volunteers. Secondly, due to poor educational attainment, parents may find it difficult to envision how teachers contributing more hours to education may make a significant difference. They may not understand the importance of early childhood education and its impact on their child's life. Lastly, these families who aren't very well off mostly think about short term needs and goals, so it will be a challenge for our team to sell this idea of the long run impact of education for their children.

2.6 Government/Nonprofit Interventions

Over the past few years there has been increasing support from the government to tackle the issue of poor early education. Maneka Gandhi, the Minister of Women & Child Development, stated that Anganwadi teachers have been misused for non-ICDS tasks including political meetings and election duties, so the government has begun trying to shift the emphasis and convert them into pre-school education centers (Shihabudeen, 2017). There have also been a multitude of nonprofits that have attempted to help address the issue of childhood education from different perspectives. For example, Stir Education (stireducation.org) focuses primarily on increasing teachers' motivation and professionalism by partnering with governments and building teacher networks to solve the learning crisis. However, their main target is primary school and later stages, focusing more on the development of motivated teachers to increase the academic success of the students. In Banglore specifically, the Akshara Foundation was developed as a partnership between the government and numerous corporations who believed in ensuring better schools and education for pre-school children. This Foundation helped provide training to 100 teachers and used learning assessments to measure the impact of their program and outreach to community support groups (Globalgiving.org).

PROJECT DESCRIPTION

3.1 Mission/Vision/Objectives

Bachpan Bachao seeks to bolster three stakeholders in the current ECE system in India: children, teachers and parents.

Mission

Bachpan Bachao, literally means "save childhood." Bachpan Bachao is a non-profit organization dedicated to improving early childhood education in India. It firmly believes that early years are the most crucial time of a child's life and addressing early childhood education challenges would also cater to many other intractable problems that comes with it in later years, like lower dropout rates in primary and secondary schools and more involved, more educated citizens.

Vision

A collaborative community of efficient teachers, committed parents and other key stakeholders engaging in early childhood education anchored around Anganwadi centers. Bachpan Bachao seeks to alleviate the overburden of teachers through influencing parents' mindset and behavior. It recognizes that to deliver quality early education and improve learning outcomes, teachers must be able to work more efficiently with engagement and support from the community.

Objective

Child Development - to stimulate children's development through games. We expect improved learning outcomes for children by increased vocabulary and recognition of different shapes, colors, or patterns. We are starting with a deck of 20 cards, which will be expanded with supplementary cards as we receive feedback from teachers and parents.

Teacher Efficiency - to help overburdened teachers so that they have more time and attention for educating the children, which ultimately increases learning outcomes. Our goal is to see teachers' administrative workload decrease by 3 hours a week through support from parents in the community by the end of the first year of implementation, which would be dedicated to

education.

Parent Engagement - to involve parents in the early education of their children by increasing awareness and changing behavior. We hope this will help this will help make non-educational tasks more efficient for teachers and also provide them with parent volunteers to support them in the centers.

3.2 Card Design

Our solution would involve 5 sets of cards kept in each Anganwadi. Each set contains four decks of colored cards that would represent a category of tasks that Anganwadi teachers are responsible for: early education, health, meetings, and maintaining records (Appendix D). Each category would be coded under the same color with 5 cards to illustrate the tasks under each category umbrella. For example, under the health category, there would be "deliver rations," "home visits," "immunization," etc. The front of the cards are designed for the children. It is divided into three parts - a number, a shape and a word - for kids to learn multiple things. The backside of the card would be informative to the parents with a more descriptive explanation of the number (ex: "Anganwadi teachers spend 4 hours a week passing out rations) as well as advice on how parents could help (ex: "Visiting the center at the same time with other parents for rations would reduce time spent!").

The children's side of the card will be printed with both English and Kannada. The adult-side of the cards will be printed in Kannada, Hindi, or Urdu, which are the three main languages spoken in the community. We have designed the cards to be extremely colorful on the children's side and mostly white with black text on the parents side, so younger children won't be confused as to which side to look at. These cards would be piloted in parent-teacher meetings for parents to play with their kids, but would also be available during the week as a play kit for the children. Children can be asked to match cards of the same colors (tasks of the same category), order cards by number from smallest to largest, or make up sentences and stories based on the words they pick up. The types of tasks they are asked to do depends on their capabilities and education goals for their age group.

3.3 Usage of cards

To achieve our goal to raise community awareness of the overburden in Anganwadis, we propose that Anganwadi teachers introduce the game to parents during their monthly parent-teacher meetings. These meetings are already integrated into the teachers' schedules

and currently function as times for teachers to give feedback to parents regarding their child's performance or updates on activities at the Anganwadi. To our advantage, parents already either bring their kids for parent-teacher meeting or their children are already in the Anganwadi center and parents visit the center for meetings to learn about the kids performance. The meetings generally involve parents of children in different age groups and the timing depends on the Anganwadi teacher whether she schedules them for weekdays or weekends. However, generally meetings with individual parents last for around 10-15 minutes. There are two possibilities to play this game in parent teacher meeting, depending on which is more convenient for each individual Anganwadi:

• **Within small groups** - In case it is hard for teacher to have all parents assembling at one point because of the nature of jobs that the parents have, we can organize the game in groups of 2-4 parents each.

• **Within large groups** - We can gather all the parents together for 45 minutes and organize this game as a larger group.

We also provide user guidance with our game instructions for teachers to organize the game (Appendix E).

The main idea is to ask kids to perform a variety of tasks based on age group - either matching colors, shapes or words, and then ask parents to share the information on the back side of the card. The messages on the back are designed to inform the parents that due to other time-consuming tasks, there is very little time left for teachers to educate the children. The messages will include steps that the community can take, such as volunteering, and other strategies that could help make teacher's tasks more efficient and shift more time to education. The teacher's role would be to explain or guide the game upon confusion as well as facilitate short discussions after the game so players have a chance to share their insights, difficulties and brainstorm ways to help. On one hand, we hope the game can ignite an awareness campaign in which community members can brainstorm ideas to mitigate the overburden of teachers based on their local context, become inspired to change their behavior, or volunteer at the Anganwadi. On the other hand, this is also an opportunity for teachers and parents to develop a mutual understanding so that they can work on this together. These discussions are important to help impress the importance of education on the parents to help them understand why engagement is so vital. In the case that parents are too heavily burdened by their own work to actively volunteer at the centers, the discussions are a perfect time for them to talk in a group or with the teacher about the small tasks they can do to help improve the situation. Teachers are able, in these discussions, to understand burdens the parents may face due to poor socioeconomic status

and can offer feasible, community-appropriate ways that parents can help out. Furthermore, our cards are multifunctional and can act as play kits during the week. Children can use the matching tasks as a way to learn during their free time when teachers are occupied doing other activities.

3.4 Feasibility of Project

• Game for social change

Collective behaviors can be changed in a creative, engaging, and most importantly fun way. Instead of passively being instructed, users are encouraged to have shared understanding of the social problems and experiment with potential solutions at a very low cost in a game setting. Previous research conducted by researchers at the Serious Games Institute has found a link between game-based learning and behavioral change (de Freitas, 2009). We believe that there can be a significant societal impact through usage of games, as research has shown that serious games are successful in raising general public awareness (Rebolledo-Mendez et al., 2009).

There have been many successful attempts to use game to raise public awareness on various social issues. For example, FloodSim was a simulation video game designed to raise awareness of flood issues in UK. School-affiliated innovation studios such as Tiltfactor and nonprofits such as Game For Change are all investing in game development to drive social change. Consequently, we see great potential to convey the message - "Anganwadi teachers are overburdened, and you can help!" - to the community via a card game. Although the gameplay portion is focused on the children, the monthly exposure to the game will cause it to at least be in the backs of parents' minds. Additionally, we plan on developing further editions of the cards after collecting feedback from our pilot centers in order to ensure that there is not too much repetition over the months.

• Parent teacher meetings

This game would be played at all parent-teacher meetings for the duration of our intervention. As the meetings are already integrated parts of both parents' and teachers' schedules, this would not require us to add an extra component to their routines. Although this is an additional task that must be completed during the meetings, adding this component would not deter parents from attending, particularly since we plan on keeping each game play session to less than 10 minutes. Since the meetings are time for parents to get information regarding

their children's performance and other important updates regarding the Anganwadi, there is already a developed habit to attend these on a monthly basis. Based on our surveys, many parents in Bangalore communities are busy with work and thus rarely play with their kids (Rani, 2017). So our solution also provides an opportunity for parents to play with their kids together during parent-teacher meeting, and the 10 minutes of game play can be pitched to parents as a time to actively see the progress that their children have made in their education month-to-month.

• Play kits for kids

Besides engaging the community in conversation, the card game also works as extra play kits for kids in Anganwadis. Previous research conducted with 60 Anganwadis workers and 60 preschool teachers in the Kashmir Division revealed that kids at Anganwadis had less knowledge about different shapes, parts of the body, poems, and counting compared with their counterparts in preschools. This issue has been attributed mostly to the non-availability of play and learning materials (Manhas et al., 2010). With proper design, the cards can be used to promote the cognitive and motor skills of kids.

Our solution integrates colors, numbers, patterns and words geared towards children in order to ensure that the intervention is comprehensive and can involve as many stakeholders as possible. Research has shown that children by age 2 can recognize colors and patterns, which is why we have incorporated this element into our game (Naturalchild.org). Younger kids can simply match the colors to develop their cognitive skills. Some kids may be able to recognize different shapes and thus match them. For older kids, they can pick up cards with different words to make up sentences or stories to practice their imaginative and narrative skills. By ensuring that children are able to learn and develop from our game, the cards can be kept in the Anganwadis for long-term usage.

3.5 Pilot design and evaluation

To start off, we will be piloting our program in 5 Anganwadis in Bangalore South. We will be providing each of the Anganwadi teachers with a free card game and guide on how to play (Appendix E). We will evaluate the efficacy of our program through a series of surveys. Before the pilot launches, community volunteers will survey teachers to see how many hours a week on average they spend on education as well as categorizing the information that the children know. This would include the number of vocabulary that they understand as well as shapes, colors, or

animals they can recognize. We will run evaluation surveys 3 months, 6 months, and 1 year after implementation to track the short term and long term influences of our game. We understand that behavior change may not happen in the short term, thus we are tracking progress starting after 3 months of contact with this game to begin with.

PROJECT ORGANIZATION

Bachpan Bachao would like to register as a nonprofit organization in India. In India, there are three methods to do so as a trust, society, or company. We believe that our organization would be most appropriately classified as a society, which are generally managed by a governing council as a group of people who have decided to come together with a common cause. A Society needs to be registered with the Registrar of Society with a minimum of seven people to write a Memorandum of Association and Rules and Regulation. However, in order for the society to work across India, it needs at least 5 members from different states. Registration can occur at the district level and costs INR 50 per registration (Times of India). As a nonprofit, we would be tax exempt. However, we particularly want to register for this status to be eligible to work with local leadership that's interested in supporting education.

Since Bachpan Bachao would like to register as a nonprofit organization in India as a non-profit society, we would like to design the management structure as below. It incorporates what a typical NGO looks like while considering the specific needs of our project in the Indian context.

Board of
Directors

Development

President

Human
Resources

Finance

Marketing &
Sales

Operations

4.1 Board of Directors

The Board of Directors (BOD) is an important part of the top management of our NGO. There will be 7 members in the board, which is the minimum requirement by Indian regulations to register as a non-profit society. The major responsibilities of the BOD are to hire and supervise the president, define the vision and mission of the organization, advocate the cause of the NGO to the larger community, devise immediate and long-term strategic plans, and approve the budget (Srinvivas 2017). Membership on the board is not paid, and it's completely voluntary. This rule follows the common practice of most NGOs and also in line with our philosophy that education should be a public good. Four founders of the project will join the board voluntarily, while the rest 3 will be sourced from our professional and personal networks who believe in our mission to improve early childhood education in India.

4.2 President

President is also a critical part of the top management of our NGO. He or she is a member of the board and reports to the BOD. The president will be based locally in Bangalore South, mainly supervising the overall development of the NGO and overseeing day-to-day operations at pilot Anganwadi centers. There are 5 departments under the president: Development, Finance, Operations, Marketing & Sales and Human Resources. All of the department heads directly report to the president.

4.3 Development

The role of the Development Department is to identify potential Anganwadis to partner with and work closely with BOD to raise funds. It is also responsible for partnership development opportunities when our model becomes viable after initial operations. To maximize human capital utilization and minimum labor expense in the initial stages, the role of the development manager in this department will be acted by one of the board members in the first year.

4.4 Finance

The role of the Finance Department is to create initial budgeting, seek approval from the president and the BOD, revise the budget, monitor expenditure stream, and produce the annual financial report. The goal is to ensure a healthy financial status of the organization and create transparency as to where money comes and goes. To maximize human capital utilization and minimum labor expenses in the initial stages, the role of finance manager will be acted by one of

the board members in the first year.

4.5 Operations

The Operations Department mainly operates Bachpan Bachao's activities on the ground. The manager of this department functions like a COO, overseeing all the detailed implementation of our project actions plans. To get our project going, we will need to contract a card game designer, translator, consultant, child psychologist, and research analyst at different stages of operation. While they are contractors, they will fall under this department to ensure centralized management and operation. The same is also true for local volunteers who help us with surveys. To maximize human capital utilization and minimum labor expense in the initial stages, the operations manager will be acted by one of the board members in the first year.

4.6 Marketing and Sales

The Marketing and Sales (M&S) Department is mainly responsible for publicizing Bachpan Bachao's activities through mixed media and promoting our brand image to local Anganwadis, Bangalore India and the world at large. It also produces monthly newsletter and quarterly publications to disseminate the outcomes of playing card in pilot Anganwadi centers both internally and to the public. To maximize human capital utilization and minimum labor expense in the initial stages, M&S manager will be acted by one of the board members in the first year.

4.7 Human Resources

The major responsibilities of the Human Resources (HR) Department are recruiting talent (both internal employees and external contractors), design remuneration schemes, maintain payroll, and manage professional development programs. To maximize human capital utilization and minimum labor expense in the initial stages, HR manager will be acted by one of the board members in the first year. In the pilot stage, since board members will co-act as department heads to reduce the cost, HR will mainly in charge of recruiting external contractors like translator and consultants, while getting local volunteers to help with surveys.

MARKETING PLAN

According to Dolnicar and Lazarevski (2009), NGOs tend to adopt an "organization-centered" rather than a "customer-centered" mindset when it comes to marketing. At Bachpan Bachao, we cherish local knowledge and value customer voice even though we are a non-profit organization. Therefore, in designing our marketing strategy, we will keep the end-customer in mind and adapt our marketing campaign to local conditions. That's why we will leverage three channels to market our play cards idea to local Anganwadis: Anganwadi teachers/community volunteers, Teach for India network, and posters. The first two resources will incur no labor costs and truly depend on local word of mouth while the last one is a low-cost instrument tailored to local conditions.

Specifically, we will leverage the Anganwadi teachers network currently available and invite them to use our free playing cards during Anganwadi monthly parent-teacher meetings. Since teachers are the medium through whom parents have access to the cards, it makes sense to have teachers promote the cards in the first place. Meanwhile, we will work with teachers to summon volunteers in the community who are willing to help teachers disseminate the idea of playing cards in their neighborhood. Since raising awareness won't happen overnight, community exposure to such a playkit can help root the concept into parents' mind. Besides the Anganwadi teachers as marketing agents, we can also leverage the Teach for India network to promote the play kits in their schools. According to our background survey of Anganwadi teachers and Teach for India fellows, many Anganwadis are situated close to primary schools where Teach for India fellows work (Saraswathi, 2017). Those fellows can solicit more volunteers to increase community advocacy. Last but not least, we plan to use the traditional media of postering to complement the previous two marketing agents. The reason we don't use digital media like phone push notifications is because of the limited access to smartphones in the local community in Bangalore South. Hence paper media like posters will be a more feasible tool to reach "consumers," which are the parents, government officials who visitor Anganwadis, and other stakeholders. The posters will be pasted not only in our 5 pilot centers but also nearby primary schools and other target Anganwadis that we identify.

Development Timeline

Bachpan Bachao 3-Year Development Strategy for 2018-2021

Building parents' awareness and improving children's learning outcomes will take time. Hence from its inception, Bachpan Bachao will take a long term perspective and project the first 3 years of raising parents' awareness and our long-term goal of improving early education outcomes in Anganwadis.

In the first year (2018-2019), we breakdown the project into four stages including organization setup & initial preparation (3 months) and 3 milestones after the project kicks off at 3-month, 6-month and 12-month junctures respectively.

- **03.2018-05.2018 Project preparation**
- **06.2018-08.2018 Three-month milestone**
- **09.2018-12.2018 Six-month milestone**
- **01.2019-06.2019 Twelve-month milestone**

In each stage, we will set the goal and evaluation indicators to monitor if the project is on track. When the project hits its 1st year in June 2019, the board will conduct a comprehensive review of the 5 pilot centers and strategize for future expansion/downsize plans for the next two years based on three scenarios: pessimistic, basecase and optimistic (Table 1).

Year of operation	07.2018-06.2019 (Year 1)	07.2019-06.2020 (Year 2)	07.2020-06.2021 (Year 3)
Number of sites	5	N/A	N/A
Pessimistic scenario	N/A	3 (-40%)	6 (-40%)
Basecase scenario	N/A	5 0%	10 0%
Optimistic scenario	N/A	10 (+100%)	20 (+100%)

Table 1: Bachpan Bachao 3-Year Development Strategy for 2018-2021

In the basecase scenario of the second year (2019-2020), if no positive results have shown in parents' awareness about teachers' overburden and no subsequent change in behavior, we will keep our project in the originally 5 centers to allow for more time for the play cards produce tangible impact. In the pessimistic scenario, if parents demonstrate a negative response to the overburden issue, and kids in the center seem to hate the cards, we will think about downsizing the project to 3 centers (40% cut) and keep testing other iterations to see if the solution can generate better outcomes. In the optimistic scenario, ideally we see positive behavior change in the parents who proactively volunteer to relieve teacher's burden or change their behavior to allow for more efficient non-educational tasks, and children are better at recognizing shapes, colors and words through the cards. Then we will roll out the playkit to another 5 centers (100% increase) for a bigger impact.

The strategy for the third year (2020-2021) is based on optimistic scenario for the second year. If no further positive results are seen in parents' awareness about teachers' overburden and subsequent behavior changes, we will keep our project in the 10 centers to allow for further testing. In the pessimistic scenario, if parents seem to demonstrate a negative response to the overburden issue and kids in the centers get bored of the cards, we will think about downsizing the project to 6 centers (40% cut) and developing new models of cards in a smaller setting. In the optimistic scenario, when we see positive behavior change of the parents and improved learning outcomes in children, we will roll out the playkit to another 10 centers (100% increase) for a larger impact. In that case, by 2021, we should be able to expand to 20 Anganwadis in the optimistic scenario.

FUNDING

Bachpan Bachao's primary sources of funding will come from 4 different sources:

Grants from organizations like the Center Square Foundation, Seed for Change (Harvard), Villgro investments, and Teach for India X (Incubator). The Seed for Change grant through the South Asia Institute at Harvard is can either be $5,000 or $40,000 depending on placement in the competition. This application is due December 15th of this year. Meanwhile, the Center Square Foundation supports nonprofits that are helping ensure quality education for children in India and provides both financial support but also engagement with experienced consultants. We would be able to receive $5,000 if chosen to be mentored. There is also the Villgro investments, a social incubator that has a competition called iPitch, which is to help support enterprises that solves social problems in India. This competition supports 6 organizations with over $30,000 funding and subsidized tech tools as well.

Fundraising Events at shopping malls, exhibitions, conferences, or housing community exhibitions as well as corporate events. For example, Brigade Group is an apartment developer in Bangalore that often holds public events for marketing purposes along with Sumadhura Madhuram. Corporate events could include organizations like the DE Shaw Group or Goldman Sachs, companies which have expressed interest in helping develop education in rural communities before. We are hoping to raise approximately $5,000 over six months through this fundraising.

Private Donors through friend networks or non-resident Indians. Many NRI's who leave the country and settle abroad want to help support their home country. We hope that through word of mouth, in person meetings with friends or family members, and social media advertisements we will be able to raise $10,000 over 6 months.

Crowdsourcing through groups such as Kickstarter and Global Giving. Through crowdsourcing and sending out emails to our networks around the world, we plan to raise another 5000 USD.

In all, for the initial seed investment , Bachpan Bachao is hoping for investments worth 35,000 USD for Year 1.

Expenses are divided into two different categories:

• **Personnel Expenses:** Bachpan Bachao expects to have personal expenses worth 10,000 USD (See Financial Model of Bachpan Bachao from 2018-2022)
• **Non-Personnel Expenses:** Bachpan Bachao has expenses worth 4,260 USD (See Financial Model of Bachpan Bachao from 2018-2022)

The Financial model of Bachpan Bachao works on the following assumptions:

• We will be growing double in terms of number of Anganwadis that we will be catering to in Yr. 2 and Yr. 3 in an optimistic scenario.

• In Yr. 1, with 35,000 USD , our impact would be on 5 Anganwadi centers that comprises of 120 students, 10 staff members, 200 parents and 50 community members.

• We will be able to raise the funds constantly year by year as per the funding plan

• The salary of the employees, especially of the president in Yr. 1 and Yr. 2 is 9000 USD which is an acceptable starter salary. We are assuming that we will be able to recruit the President from a local community college in the Belatur Colony with an undergraduate degree. The salary for the president would increase by 15% in Yr. 3 to keep him or her motivated towards the vision and mission of Bachpan Bachao. Graduates from local community colleges will most likely accept our offer as most have difficulties finding work after graduation and are driven towards underpaying jobs currently.

• The other team members like development manager, marketing manager, human resource manager etc. will be hired in Yr. 2 (In yr. 1 Board members and President will take care of operations) and would also be recruited from local community colleges in Bangalore. The beginner salary is created with the same idea that current recruitment in local community colleges are quite sparse and graduates often hunt for underpaid jobs. Our financial model takes into account that it drives income generation for the 1st generation college-goers in the community who could contribute as the core team.

Financial Model of Bachpan Bachao from 2018-2022

Amount Requested for 3 years	USD (Yr. 1)	USD (Yr. 2)	USD (Yr. 3)
Funds Transferred from previous years	0	20,740	11,340
New Funds Raised	35,000	20,000	32,000
	35,000	40,740	43,340
Incomes			
Grant (Seed for Change)/ Villgro/ Teach for IndiaX)	15,000	5,000	10,000
Fund Raising Events (Shopping Malls/ Exhibitions/ Conferences/ Corporates like Goldman Sachs, DE Shaw group)	5,000	5,000	7,000
Private Donors (Social Media/ Friends of Board Members)	10,000	5,000	10,000
Crowdsourcing funds (Online- Kickstarter)	5,000	5,000	5,000
Total Income	35,000	20,000	32,000
Personnel Expenses:			
Salary and Wages (List each position)			
A.) President (Has to be present in India)	9,000	9,000	10,350
B.) Development Manager	0	2,500	2,500
C.) Finance Manager	0	2,500	2,500
D.) Operations Manager	0	2,500	2,500
E.) Human Resource Manager	0	2,000	2,000
H.) Marketing / Sales Manager (Hire in Yr. 2)	0	2,500	2,500
E.) Designer (Specialist hired in Yr.2)	0	0	1,000
F.) Translator	500	500	500
G.) Consultant	500	1,000	1,000
I.) Child Psychologist (Hire in Yr. 2)	0	1,000	1,000
L..) Research Analyst (Hire in Yr.3)	0	1,000	1,000
Total Personnel Expenses	10,000	24,500	26,850
Non - Personnel Expenses:			
Capital Expenditure			
Legal Fees / Certification	160	0	0
Raw Materials (Cardboard/ Boxes/ Printing sheets)	200	300	400
Packagaing and Printing cost	200	300	400
Distribution cost	200	300	400
Rental Facility	3,000	3,500	4,000
Miscellaneous	500	500	1,000
Total Non- Personnel Expenses	4260	4900	6200
Total Expenses	14260	29400	33,050
Funds transferred to next year (Next Year again 20,000 USD raised)	20,740	11,340	10,290

PART 8
SUSTAINABILITY

Bachpan Bachao is planning to leverage partnerships with stakeholders in the ecosystem at different levels to ensure the impact of our project is sustainable. To start with, we will partner with Teach for India (TFI) schools that are adjoining Anganwadi centers. TFI fellows can help the Bachpan Bachao team build capacity by regulating the process of 'Playing Cards' in the Anganwadis near their school. They can also help collaborate with adjacent Anganwadis by building proof of excellence in their own schools first.

Secondly, Bachpan Bachao will reach out to local government officials to populate our project. Once the project takes off in 5 Anganwadis in the first year, we can pitch the idea to the local Block Education officer who visits each Anganwadi once a year. Assuming he is impressed by the impact of the play cards, we can provide more toolkits to the Anganwadis and can also expand to other Anganwadis. The Block Education officer (BEO) also has capacity to get government buy-in to the model, hence working with him after a year would increase our chances of building of financial sustainability if he finds the model to be impactful.

Thirdly, we plan to collaborate with local faith leaders to help us enhance parents' awareness of teachers overburdening issue, which subsequently entices volunteering from the parents in Anganwadi centers. Due to the fact that the majority of community members near the pilot centers are Muslim, faith has a significant role to play, and local faith leader is a crucial actor in the community and in child's life. Since mindset is one of the biggest existing barriers that prevent parents from participating in their children's education, it may be beneficial to partner with local faith leaders to help cross that barrier. To that end, we will elaborate our project to local mosque priests, who can then discuss the overburden issue in the community to parents. It will make our awareness campaign more sustainable if key religious partners would help support our cause. Subsequently, volunteering from parents will come more naturally once their awareness about the overburden and multitasking problem of teachers can be enhanced over time.

Last but not least, school partnership will help enhance financial sustainability. Bachpan Bachao is a non-profit organization that heavily depends on external sources of funding, since we are not planning on creating our own revenue in the first 3 years. After that, there might be possibility of partnering with low-income private schools and pre-schools to provide teaching/

awareness building/effective learning toolkits in these schools and channel the revenue from these schools into the public school model.

Besides building partnerships to engage different stakeholders, we will also build on the first version of our play cards and iterate the toolkit overtime to sustain the impact of the game. In the second year of the project, we plan to launch Playing Cards 2.0 based both on the evaluation results from 5 pilot centers in the first year and the progressive pace of early learning. For example, more advanced numbers, shapes, and words can be introduced for children for pedagogical purposes and better targeted recommendations to enhance parents' awareness can be added to the back of the card after collecting suggestions from Anganwadi suggestions.

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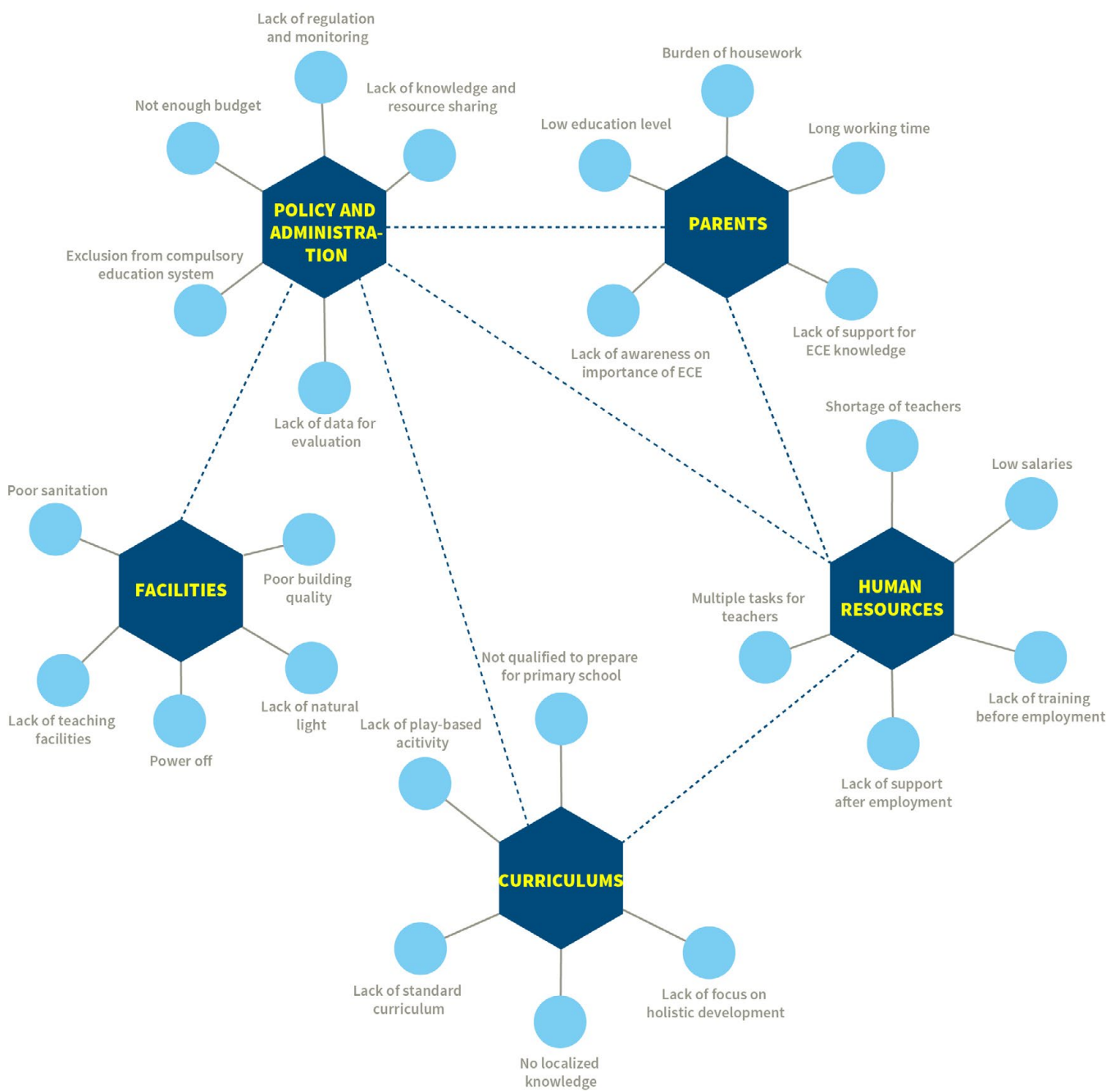
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APPENDIX

A. Problem Framework of Anganwadis in India

Lack of regulation and monitoring

Lack of knowledge and resource sharing

Not enough budget

Burden of housework

Low education level

Long working time

POLICY AND ADMINISTRA-TION

PARENTS

Exclusion from compulsory education system

Lack of awareness on importance of ECE

Lack of support for ECE knowledge

Lack of data for evaluation

Shortage of teachers

Low salaries

Poor sanitation

Poor building quality

FACILITIES

Multiple tasks for teachers

HUMAN RESOURCES

Lack of teaching facilities

Lack of natural light

Not qualified to prepare for primary school

Lack of training before employment

Power off

Lack of play-based acitivity

Lack of support after employment

CURRICULUMS

Lack of standard curriculum

Lack of focus on holistic development

No localized knowledge

B. A Typical Week for Anganwadi Teachers

**Hours per week by Anganwadi teachers on
various routine activities**

Illustrated based on the information in Tripathy et al. (2014). "Perceived responsibilities
and operational difficulties of anganwadi workers at a coastal south Indian city".

C. Community Survey

Group: Aarushi Singhania, Claire Pang, Charlene Hwang, Helen Liu
Organization: Harvard University

Objective
The four of us are taking a course about entrepreneurship in solving development problems at Harvard University. We choose to focus on improving the Early Childhood Education experience in India, specifically in Belaturu Colony, Bengaluru, Karnataka. After conducting some general research about ECE in India nationwide, we think it is important to zoom in to this target community for needfinding since there is no one-size-fit-all solution. Consequently, we design this survey including questions for administrators / teachers in Angawadis and parents with kids in ECE facilities. The objective is to identify daily operation, connections, and difficulties in the existing ECE system, according to which we will later design our prototype.

PART I Questions for Administrator and Teachers

P.S. Teachers can also be interviewed with these questions if they are familiar with the overall status of Angawadis. Ideally both administrator and teachers are surveyed.

please record the following informaiton for interviewee:
Name:
Gender:
Age:
Job:
Education level:
Language:
Years working in Angawadi:

1. Basic information

• **Enrollment**
P.S. Question 1-2 are for the whole community, other questions are for this Angawadi specifically.

1) Enrollment rate in the community
P.S. The number of kids in ECE facilities / the number of kids should be in the facility (3-6-year-old) in the community

2) Primary School enrollment rate in the community
P.S. The number of kids in Primary School/ the number of kids should be in primary school (6-year-old) in the community. If specific number in unavailable, please evaluate from "high, medium, low"

3**)** Number of children enrolled
Boys: Girls: Total:

4) Age distribution
Please specify the number of kids enrolled in Angawadis based on their age.
<3-year-old:
3-year-old:
4-year-old:
5-year-old:
6-year-old:
>6-year-old:

5) Drop-out rate
P.S. The percentage of kids drop out of Angawadis before primary school. If specific number in unavailable, please evaluate from "high, medium, low"

6) The average length stay in Angawadis
P.S. How many year do kids stay in Angawadis typically?

7) Is there any fluctuation for enrollment in one year?
P.S. Is there seasonality for enrollment? When is the most kids enroll?Please specify the possible reasons.

• **Human resources**

1**)** Number of workers
P.S. Please write down the number of each category.
Teachers:
Administrator:
Doorman:
Chef:
Others (please specify):

2) Qualification of teachers (education degree; any certification)

3) Years of experience in ECE

4) Are they local residents?

5) Is there additional training provided before employment?

6) Is there training provided after employment?

• **Facilities (better with pictures)**

1) The size and overall layout of the building
P.S. It is better with a sketch. But many photos will also work.

2) Number of classroom; office; restroom, etc.
P.S. Please write down the number of each category.
classroom: office: restroom: others (please specify):

3) Structure of the building
P.S. Please specify the structure of the building - whether more temporary or permanent?
burnt brick? concrete? mud brick? bamboo?

4) Frequncy of power off
P.S. If there is other difficulties or inconvenience for infrastructure, please specify.

5) Who built the building?
P.S. By local residents? hired contractor? NGO? government?

6) Teaching facilities
P.S. Please specify the number of these facilities
blackboard: projector: computers: painting tools:
play kits: others:

• Curriculum and schedule (a picture or excel will be better)

1) What kind of course are offered in Angawadi? (maths; English; rythme, etc.)

2) What is the schedule?
P.S. Please specify how many days a week; subject mix; how long is every course? A photo of the
timetable would be helpful.

3) In what language does the course taught?

4) The text book
P.S. What is the textbooks used? Are they included in tuition? Do kids take them home or leave them
at Angawadis?

• Fees

1) What is the enrollment fee per kid per year? (any difference for different age?)

2) What is the monthly salary for teachers? Do you think it is reasonable?

3) What is the monthly salary for other workers? (administration, doorman, etc.)

4) What is the annual operational fee?

5) Is there any profit?

6) Does this Angawadis rely on additional funding? (from whom)

7) Do you think any of those fees will increase or decrease in the near future? Why is that?

• Monitoring and evaluation
P.S. Is there any monitoring process? (Carried out by whom?)

2. Outreach

• Parents

1) How often are parents contacted?

2) Is there any parents involvement? In what kind?

• Inter-education facilities

1) Is there any connection between this Angawadi and other Angawadis?

2) If yes to the previous question. What is the kind of connection? (resource sharing? knowledge sharing? etc.)

3) Is there any connection between this Angawadi and other education facilities (prmary school? private kindegarten? etc.)

• Civil society

1) Is there any connection with NGOs? (local, national or international?)

2) Is there any source of funding?

3. Behavior Study

Please describe with detail what is a typical day for you?
(Tips for interviewer: no judging; encourage for clearification; asking why?why?why?)
P.S. Besides administrator, teachers need to be interviewed for this question since their input will be extremely valuable.

4. Problem Identification

1) Is there any inconvenience for you to teach (or to manage if administrator is interviewed)?

2) What would you like to improve?

please record the following informaiton for interviewee:
Name:
Gender:
Age:
Job:
Education level:
Language:

1. Basic information

• Demographic

1) How many people are there in your family? (how many kids)

2) How many of your kids are in this Angawadi? (and their ages)

3) How long have them been in Angawadi?

• Economic

1) What is the average monthly household income?

2) How long do you need to work everyday? If no job or housewife is interviewed, please ask how long do you need to do housework.

2. Opinion about Angawadis

• Expectation

1) Why do you send your kids to Angawadis?
P.S. Some potential answers can be: not enough time to care personally; preparation for primary school; can not afford other facilities, etc.

• Fee

1) How much do you pay for education in Angawadi every year?

2) Do you think Angawadi is affordable?

• Education

1) Do you also educate your kids besides Angawadis? (refering to formal education like math, English, etc.)

2) How long do you interact with you kids everyday for actiivty such as book sharing? Singing?

3) Do you have any knowledge about Early Childhood Education?

• Involvement

1) Are you in close contact with Angawadis teachers?
P.S. Do you know the contact of the teacher? Do you know your kids' performance in the center?

2) How often are you involved the Angawadis activities?

• Evaluation

1) Do you think education in Angawadi is effective?

2) Is there anything you would like to improve?

3) Would you like some help in Early Childhood Education?
P.S. Example can be knowledge sharing within groups.

3. Behavior Study
Please describe with detail what is a typical day for you? Be specific about both of the thing you do and your kids.
(Tips for interviewer: no judging; encourage for clearification; asking why?why?why?)

PART III Follow Up Questions

1. Question for teacher

• Human resources

1) Are most of the teachers local women?
I know that this teacher is local, and we want to know whether this is the common case. Are Anganwadis teachers usually hired from local?

2) Can you describe the kind of training after employment? (twice a year) Where is it? What time is that? What skill be trained?

3) Besides cooking, does the chef also do other works such as cleaning?

• Facilities

1) a NGO called LIVE UNITED is mentioned as who renovated the building, is this Anganwadi in partnership with this NGO?

2) How prevalent is the use of mobile phone (also smart phone) in the community? Do parents have them? Teachers?

3) For the textbook prescribed by the state, do you think it is well-designed? Is there anything missing from it?

• Fees

1) It is mentioned in the survey that government assign ration for every Anganwadis, do you know how much is that? Who deliver the money?

• Monitoring and evaluation

1) Is there any monitoring process for teachers? Will someone audit the class and give evaluation?

• Outreach

1) What will be discussed in the parent-teacher meeting every month?

2) Where does the meeting between different Anganwadis happen? Who organizes it? Will they get the resources needed if proposed in the meeting? How soon will they get them?

3) Can you specify the connection with the nearby primary school? Is it more about syllabus?

Knowledge sharing?

• Behavior Study

Although we focus on the education part, it would be nice if you can tell us more about the health, nutrition, women education service. How does this fit into the schedule of Anganwadis? (the pregnant lady ration is a good example)?

Also, we read in some report saying that Anganwadis teachers are also responsible for delivering other services (health, nutrition, etc.) and multi-tasking can be tiring. Since in this Anganwadi there is only one teacher, we would like to know how well she can handle these tasks, and does she think that is too demanding?

• Problem Identification
It is mentioned that the infrastructure and the syllabus should be improved. That is great insight and maybe there is a way we can help! Can you be more specific about that?
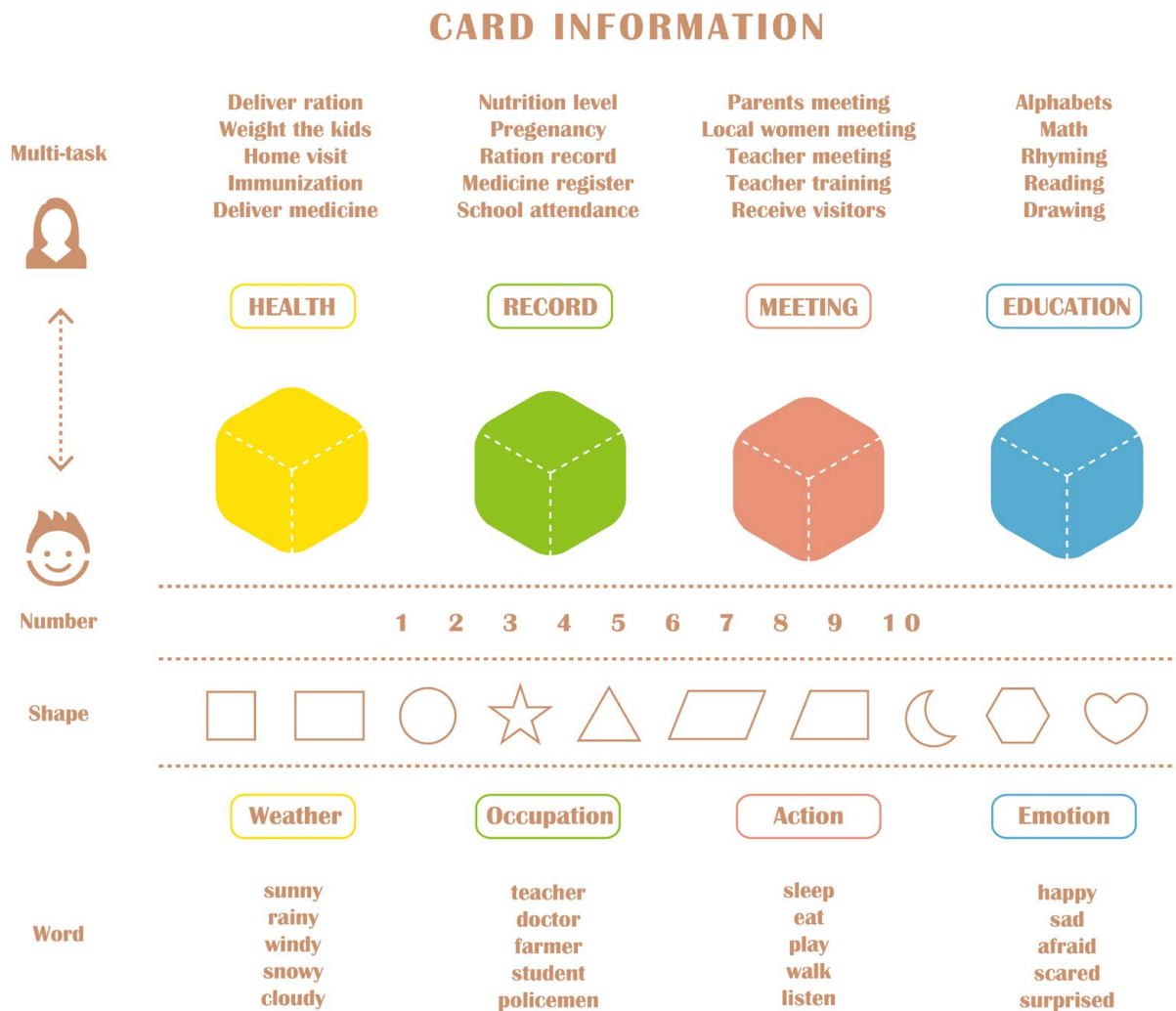
2. Questions for Parents

• Basic information

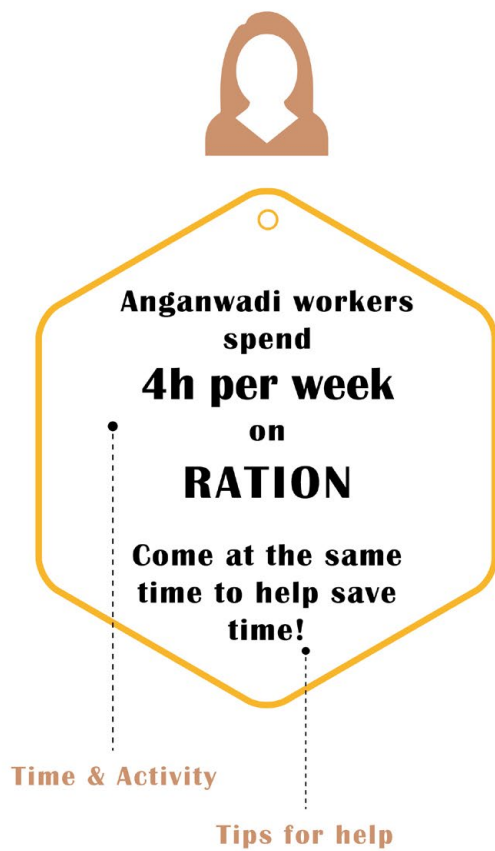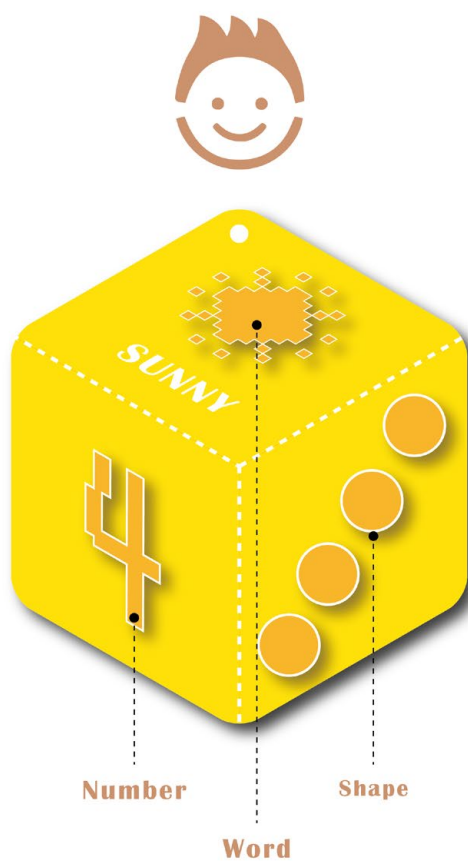1) What do you mean by working as daily labor? How much do you earn for doing daily labor per month? (averagely)

• Opinion about Angawadis

1) How many parents show in the parent-teacher meeting regularly? And what kind of things do you talk about in the meeting? Do you think that is helpful?
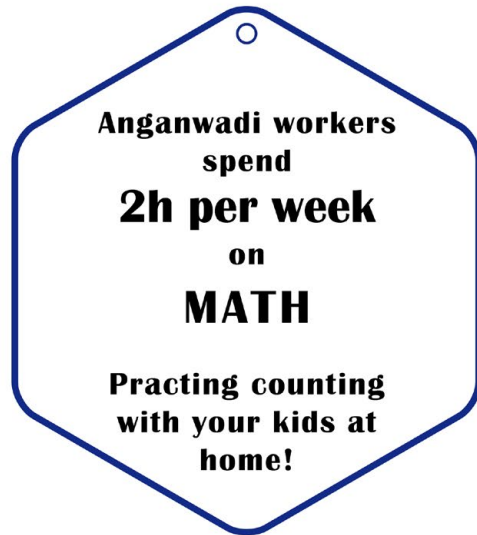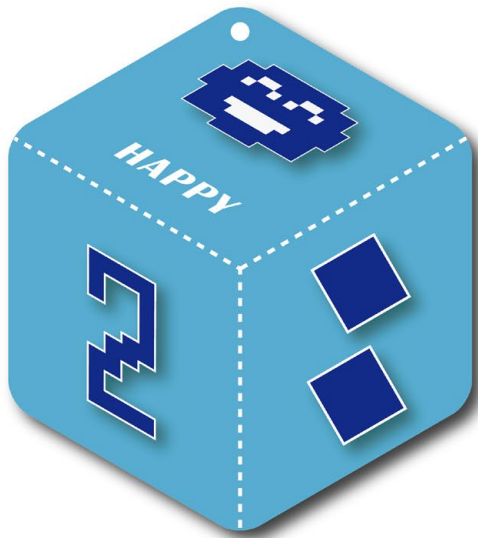
D. Card Design

CARD INFORMATION

Multi-task				
	Deliver ration **Weight the kids** **Home visit** **Immunization** **Deliver medicine**	**Nutrition level** **Pregenancy** **Ration record** **Medicine register** **School attendance**	**Parents meeting** **Local women meeting** **Teacher meeting** **Teacher training** **Receive visitors**	**Alphabets** **Math** **Rhyming** **Reading** **Drawing**
	HEALTH	RECORD	MEETING	EDUCATION

Number

1 2 3 4 5 6 7 8 9 10

Shape

□ ▢ ○ ☆ △ ▱ ▱ ☾ ⬡ ♡

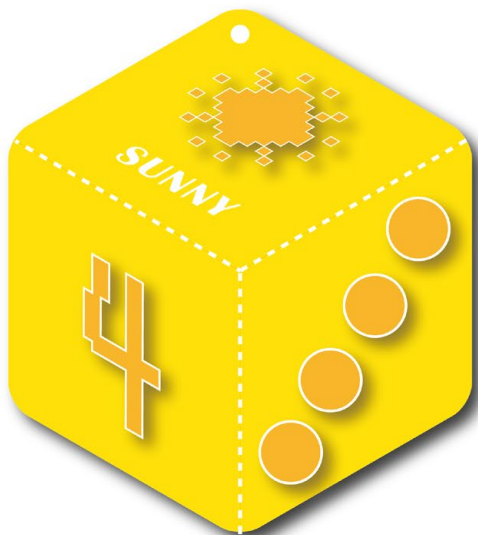|	Weather	Occupation	Action	Emotion
Word	sunny rainy windy snowy cloudy	teacher doctor farmer student policemen	sleep eat play walk listen	happy sad afraid scared surprised

The four major types of tasks performed by Anganwadi teachers are categorized into four colors. There are five sub-categories that explain the specific content of the task. The ideas is to show a complete picture of how does an Anganwadi teacher perform on a daily basis.

SUNNY

4

Number

Word

Shape

Anganwadi workers
spend
4h per week
on
RATION

Come at the same
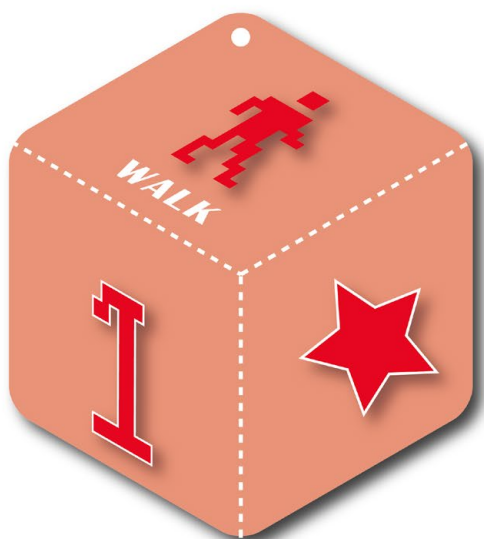time to help save
time!

Time & Activity

Tips for help

The front of the card (left) is divided into three parts for kids of different age group to play with. The back of the card is designed for adult with the information for specific task that an Anganwadi teacher is supposed to do and a tip to inspire them to help.
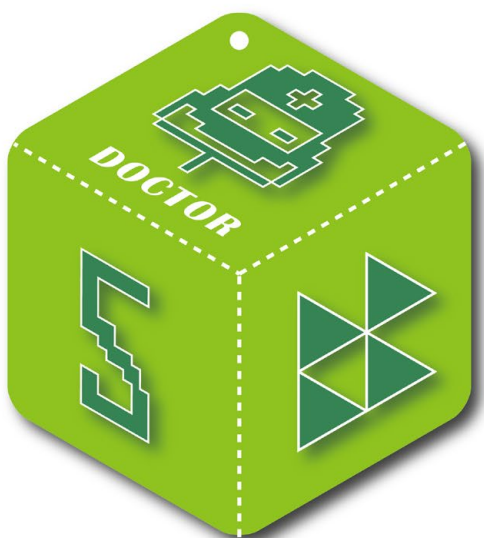
HAPPY

2

Anganwadi workers spend
2h per week
on
MATH

Practing counting with your kids at home!

EDUCATION - MATH

SUNNY

4

Anganwadi workers spend
4h per week
on
RATION

Come at the same time to help save time!

HEALTH - RATION

WALK

1

Anganwadi workers spend
1h per week
on
PARENTS MEETING
Come on time and engage in discussion!

MEETING - PARENTS

DOCTOR

5

Anganwadi workers spend
5h per week
on
RECORD
Sign up for attendence when dropping kids!

RECORD - ATTENDENCE

E. Card User Guidebook

Hi! For anyone looking at this guidance, we assure you it is going to be a fun game that both kids and adult can play together! The cards are self-explanatory and easy to play with. As as its name suggests - there are no fixed way to have fun with them. We will go through everything you need to know about the cards and provide you some inspirations of how this game can unfold in the classroom. Let's get started!

1. Introduction to the play kit

As you can see, the play kit is consist of a box with 20 different cards. In every Anganwadi we provide you with 5 sets of them.

Please pick up one card and flip it. You can see that the card has two sides with different information - one side with numbers, shapes and words, and the other side with time and tips. The side with bright color is for kids to play and the flip side with black text is for adults (parents or community members).

You should also tell that these cards are organized by colors - yellow, green, red and blue. The color represents the category of tasks of a typical Anganwadi teacher. Yellow - health; Green - record; Red - meeting; Blue - education. There should be five cards in each color. They represent the five major tasks under each category. You can check the specific task on the adult-side of the card.

Take a look at the kid-side of the card, you can see that each card has a number from 1-10, and a shape. There should be 10 numbers and 10 different shapes. As there are 20 cards in one set, each number and shape has a match. In terms of word, each color represents one category: Yellow - weather; Green - occupation; Red - action; Blue - emotion. There are 20 different words

2. Maintenance of the card

Now you are familiar with all the cards we have, it is important to know how to store them properly since cards can be easily lost and every card matters in this game. As you can see, there is a small hole on each card - we do this on purpose to help you collect them! You can stack them through the stick fixed in the box. Or you can hang them on a peg on the wall. Make sure to check if you have all 20 cards every time you finish the game. Keep the card dry and try not to let kids fold them.

EASY TO PACK
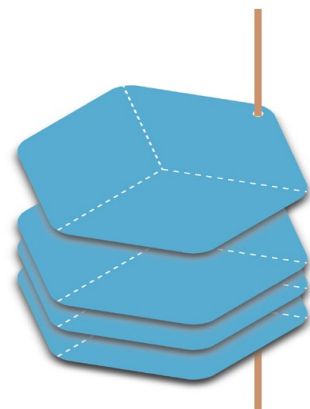
3. Game for different age groups

Although we provide many instructions of how the game can unfold, they can be categorized into five types of game: match the color, match the shape, match the number, order the number, and make a sentence. The kids in Anganwadis are in different age groups thus it is important to know which game to play with them to maximize the effectiveness.

3.1 Match the color
This game is designed for kids to identify the color and name them. Kids ranging from 3 to 6 should all be able to tell the difference in color. It is more suitable for younger kids to play this game as it will not be too demanding.
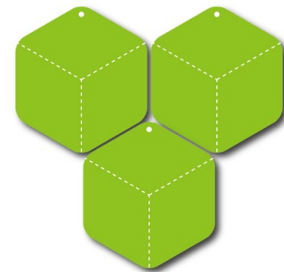
3.2 Match the shape
This game is designed to teach kids about different shapes. For younger kids (3-4), they may not know the name of the shape but they should be encouraged to identify the pattern. For older kids (5-6), they may know the name of some of shape and should be able to tell the difference between them. It is a good opportunity for you to teach them the name about different shapes.
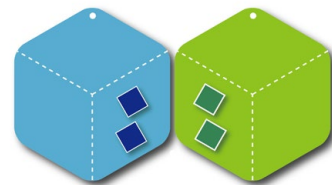
3.3 Match the number
This game is designed to teach kids about different numbers from 1 to 10. For younger kids without any knowledge of number, they may only know it as pattern. For older kids who has basic knowledge of counting, they should recognize the number and name them. It is a good opportunity for you to teach them counting from 1 to 10.
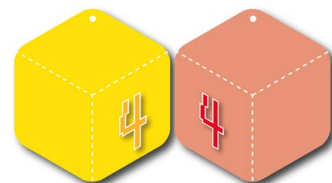
3.4 Order by number
This game is designed to teach kids about different numbers from 1 to 10. Kids should be able to count from 1-10 to play this game and they will be ask to order the card by number.

3.5 Make a sentence (or story)
This game is designed to help kids learn basic word and practice narrative skills by sentence or story making based on the word they have. This is more suitable for older kids who preferably know the word already (maybe it is a good idea to teach them on the class using this card) and have some capability to organize word into sentences.
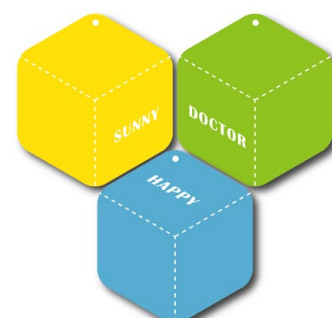
4. How to play with only kids?

Goal of the game

As many other play kits, you can teach the kids while playing a fun game with these cards. They can be used as teaching aids and/or play kits for kids. You can choose from the following options or create your own version based on the capability and scale of class.

Basic information of the game

Time: flexible
Players: flexible
Organizer: at least 1 (preferably the teacher)
Facilitator: good to have (can be the Anganwadi helper or other volunteers)
Tool: 1 set of Multi-tasking card (20) in the language you prefer to teach.
Attention: Only the kid-side of the cards should be used.

Preparation of the game

<u>What you should do:</u>

- Ask the kids to sit on their mat in the classroom and take out the cards on the floor.

- Teach the kids that there are two sides of the card and we should always look at the colorful side.

Option - Match the color

<u>What you should do:</u>

- Ask the kids to group the cards according to their colors.

- Asking kids to name the four different colors. Teach them if they can not do that.

Option - Match the shape

<u>What you should do:</u>

- Ask the kids to find two cards with the same shape on it. In order to do that, they need to overcome the barrier of color since the same shapes are in different colors.

- Asking kids to name the four different colors. Teach them if they can not do that.

Option - Match the number and order it

<u>What you should do:</u>

- Ask the kids to find two cards with the same numbers on it. In order to do that, they need to overcome the barrier of color since the same numbers are in different colors.

- Ask kids to stand in order from smallest number to largest.

- Ask them to number off one by one.

Option - Make a sentence (or a story!)

<u>What you should do:</u>

- Stack the cards according to their colors (four stacks).

- Ask three kids each to pick a card from one separate stack.

- Ask them to speak out the word on the card. If they can not do that, it is a good opportunity for

you to teach them.
- Ask the kids to make a sentence or a story using all three words. You can give an example to make the rule more understandable.
- Ask a second group of three kids to do the same thing.

5. How to play with both kids and adults?

Goal of the game
One of the major purpose of the card is to raise community awareness of the overburdening issues of Anganwadi teachers; thus it is important to engage them in the game. For example, you can organize the parents to play the game with their kids during the parent-teacher meeting. Follow the instruction step by step and make adjustment when necessary.

5.1 Game within small groups

Time: around 10 min (depends on how many different rounds you play)
Players: 2-4 parents with their kids
Organizer: 1 (preferably the teacher)
Facilitator: better to have someone who is literate in every group.
Tool: 1 set of Multi-tasking card (20)
Attention: Be careful in choosing the right game for the right age group and language speakers.

Brief introduction of the game (1 min)
The teacher (or any other organizer) of the game will introduce the goal of this game and ask parents to cooperate with her.
<u>What you should do:</u>
Tell the parents: "we will take about ten minutes to play a little game with your kids together. The game will help you to understand more about the tasks for Anganwadi teachers on a daily basis. The kids will be ask to perform some fun tasks and you will share information within the group."

Preparation of the game (2 min)
<u>What you should do:</u>
- Take one set of card on the floor and mix them up.

Option - Match color game (2 min)
<u>What you should do:</u>
- Ask the kids to collect all the cards in the same color together and give them to parents.
- Ask the parents to flip the cards and share with each other the information.

Option - Match shape game (2 min)
<u>What you should do:</u>
- Ask the kids to find the cards with the same shape and give them to parents.
- Ask the parents to flip the cards and share with each other the information.

Option - Match number game (2 min)

<u>What you should do:</u>

- Say a number and ask the kids to find the cards.

- Ask the kids to find the other card with the same number and give them to parents.

- Ask the parents to flip the cards and share with each other the information.

Option - Order number game (2 min)

<u>What you should do:</u>

- Give each kids three cards with different numbers.

- Ask them to rank the card from small to large.

- Ask the parents to flip the cards and share with each other the information.

Option - Make a sentence (or a story!) (3 min)

<u>What you should do:</u>

- Ask kids to pick three cards with different colors.

- Ask kids to make sentence with the three cards.

- Ask the parents to flip the cards and share with each other the information.

Discussion (3 min)

After playing the game, it is important to inform invite the parents to share what they learned, what they find difficult and what are some ways to help.

<u>What you should do:</u>

- Ask parents to share their insight.

Some guiding questions can be:

"What have you learned from the game?"

"How do think of the multitasking issue?"

"Is there something that the community can do?"

"What are some barriers that prevent you to help?"

"How can we work on this together?"

5.2 Game within large groups

There are sometimes you can play the game with whole class of parents or community members together. This will increase the influence of the game but requires more efforts in organizing the group.

Basic information of the game
Time: 25-60 min (depends on how many different rounds you play)
Players: 8-20 pair of parents and kids.
Organizer: at least 1 (preferably the teacher)
Facilitator: better to have someone who is literate in every group.
Tool: 1 set of Multi-tasking card (20)
Attention: Brief introduction, preparation and discussion sessions are mandatory for the game. You can choose which game option to play and group some of them together based on the capability of kids and parents.

Brief introduction of the game (5 min)
The teacher (or any other organizer) of the game will introduce the goal of this game and ask parents to cooperate with her.

<u>What you should do:</u>
"Hi everyone, thank you for staying to play this game with us! This is a game that need the cooperation between you and your kids, between you and me. As you can see (pick a card and show it to everyone), there are two sides of the card. The front side - the one divided into three parts contain information for the kids. And the back side of the card - with number and text divided into two parts - is for you to remember. The time and text contains information about many tasks that an Anganwadi teacher like me performs regularly, and you should be well aware of many of them. Every color represent a different category of the tasks, and you will find out more about them as you play it.
Let's get started! And please inform me (or any other helpers) whenever you have a question about the card or about the procedure."

Preparation of the game (2 min)
<u>What you should do:</u>
Ask every parent sit together with their kids and they will play as a team.

Option - Match color game (8 min)
<u>What you should do:</u>
- Randomly give each kid one card. Make sure you distribute all four colors.
- While you distribute the card, make sure you also help the parents to understand the information on BOTH sides of the card. You may need to tell them directly since some of them can not read.
- Ask the kids to sit together with those who has the same color of card. If you distribute all four colors, you will see four groups of people sitting in clusters.

- Ask kids to name out the color of their group and call the group by color.

- Ask parents to flip the card to the adult-side and exchange information on their cards. You may need to help them read it if someone forgets.

- Tell the players that there are four categories of tasks - education, health, record and meeting.

- Asking them to identify which category their groups fit into.

- Ask one volunteer from each group to share one piece of information about the specific task all the players.

- Asking them to identify which category their groups fit into.

- Ask one volunteer from each group to share one piece of information about the specific task all the players.

Option - Match shape game (8 min)
<u>What you should do:</u>

- Randomly distribute one card to every kid. Make sure you distribute the card in pair of shapes. For example, if you give one kid a card with circle, you should find the other card with circle and give it to another kid.

- Make sure the parents understand the information on their cards.

- Ask people to find the other group with the same shape on the card.

- Ask every group to name the shape and make sure they find the right match; if not, you will help them to find the right partner. You should see several groups of people together with two parents and two kids in one group.

- Ask parents to share the information on their cards within their small groups. Offer help to read it when needed.

- Ask 3 volunteers to speak out their time and tasks to everyone.

Option - Match number game (8 min)
<u>What you should do:</u>

- Randomly distribute one card to every kid. Make sure you distribute the card in pair of numbers. For example, if you give one kid a card with 1, you should find the other card with 1 and give it to another kid.

- Make sure the parents understand the information on their cards.

- Ask people to find the other group with the same number on the card.

- Ask every group to name the number and make sure they find the right match; if not, you will help them to find the right partner. You should see several groups of people together with two parents and two kids in one group.

- Ask parents to share the information on their cards within their small groups. Offer help to read it when needed.

- Randomly pick three numbers (for example, 2,5 and 7) and the group with that number to share their specific tasks and tips on the card.

Option - Make a sentence (or a story!) (15 min)
<u>What you should do:</u>

- Randomly give each kid one card. Make sure you distribute all four colors since every color

represent one category of words.

- Make sure the parents understand the information on their cards.

- Ask every kid to find 2 other kids who have card in different colors and form a group with them. For example, a kid with yellow card should form a group of two other kids with a red card and a blue card. You should see several groups with 3 pairs of parents and kids sitting together.

- Ask if anyone has any difficulties in identifying their words and offer help if necessary.

- Ask every group to puzzle the word together and make sentence or story using all three words. Every kid in the group should be encourage to make a new sentence, and parents can help them if this is too difficult for them. For example, if the three words in one group is "sunny"(weather), "doctor"(occupation) and "happy" (emotion), a possible sentence can be " The doctor is happy because it is sunny!"

- Ask parents to share the information on their cards within their small groups. Offer help to read it when needed.

- Ask for volunteers to share their information. Ask the kid to speak out their sentence and then ask parents to share the information of tasks and tips.

Discussion (10 min)

Congratulations! You have successfully manage to play a few rounds of the game and both the kids and parents know something more than before. Here is the chance to maximize the effect of the game - organizing an open discussion where everyone can share what they have learned. It is important to remember that you should encourage people to talk and guide them when necessary. Although it is important to send the message for multi-tasking, you should invite the community to share their difficulties and doubts. You should work on it together!

What you should do:

- Inform parents of the content of these game.

"After playing with the cards for a few rounds, I think you realize that this is not only a game about identifying color, shape, number or words, but also a game depicting the tight schedule of an Anganwadi teacher like me. We are happy to offer help in nutrition, ration, health check, education, etc.; however, many of these tasks are not efficient and they reduce the time for us to educate your kids. It is important for kids at this stage to get individual attention and property education to better prepare them for primary school education. It is the best time for them to develop cognitive and social skills. And we really would like to see our kids be competitive in the future. One the back side of the card there is information about the time it takes to perform a certain task per week, and there is also a simple tip for how everyone in the community can help to increase the time dedicated to early education."

- Ask parents to share their insight

Some guiding questions can be:

"What have you learned from the game?"

"How do think of the multitasking issue?"

"Is there something that the community can do?"

"What are some barriers that prevent you to help?"

"How can we work on this together?"