



Internship Report on

Developing Digital Marketing Strategies on Educational Program: A Case Study on BRAC Kumon Bangladesh



Inspiring Excellence

Internship Report on

"Developing Digital Marketing Strategies on Educational Program: A Case Study on BRAC Kumon Bangladesh"

Spring 2018

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Letter of Transmittal

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Subject: Submission of Internship Report

Dear Miss,

It's a great pleasure to inform you that I've successfully completed my internship report titled "Developing Digital Marketing Strategies on Educational Program: A Case Study on BRAC Kumon Bangladesh". It was undoubtedly a wonderful experience to work on this report and your immense help & support made it a lot easier for me to complete it within the given time period. I would like to thank you for giving me the opportunity to work on this report and the journey of my internship under your supervision is worth remembering.

The primary purpose of this report is to relate theoretical studies with my practical workloads at BRAC Kumon project. I have tried to get acquaintance with the aspects of BRAC Kumon as a whole, analyzed the outlines & offerings of the brand & found out the appropriate marketing strategies that BRAC Kumon can offer to attract the customers.

Therefore, I sincerely hope that you will appreciate my overall effort of working on this report and it will meet all your expectations.

Sincerely,

Farhan Ishraq Rudra

ID: 14204003

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Acknowledgement

It was a great learning experience for me while doing my internship at BRAC Kumon for the last three months. Hereby, I want to mention the name of some special personnel without whom I couldn't finish this report.

First of all, I want to convey my regards to my internship advisor, Ms. Ummul Wara Adrita, Lecturer, BRAC Business School for her continuous support and direction throughout the journey.

I am really thankful to some talented and helpful people from BRAC Kumon. Most importantly, I would like to mention the name of my line manager, Mr. Obaid Rahman, Manager, Marketing & Instructions, BRAC Kumon Project. Without his guidance and motivation towards my assigned workloads, it would be impossible to get the hands-on experiences of branding and strategies of BRAC Kumon. I am also grateful to Mr. Aneek Shibgat Bhuiyan, Admin & HR Manager, who helped me a lot with the research papers of BRAC Kumon and relevant articles. Lastly, I'm honored to mention the name of Mr. Nehal Bin Hasan, Project-In-Charge, BRAC Kumon Project who encouraged me to think out of the box and implement my thoughts into reality. I am really thankful to all these people who gave their valuable time from their busy schedule and their continuous help, support and suggestions.

Executive Summary

“Kumon” is an after school learning program which is based on Japanese math and reading program. World’s first Kumon center was opened in Osaka, Japan in the year 1985. 4.3 million students have been enrolled in Kumon as of year 2014 in more than 30 thousands Kumon centers in 48 countries around the world. BRAC-Kumon has formally launched at BRAC Center on September 18, 2017. The first Kumon center was established in Dhanmondi & the second one in Uttara. BRAC-Kumon is currently operating with these two centers for more than 150 students as of March, 2018 & they have plans for opening centers in different places in Dhaka city near future. This is a pilot project and all the costing is borne by BRAC itself. Kumon only takes the royalty fee from the profit. Since the project has recently launched, marketing of the program and grabbing the attention of the customers is a must. This research paper contains the marketing strategies that initially BRAC-Kumon has taken to grab the market and reach to the doorstep of people.

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1. Organization Part

1.1: Introduction

Kumon believes that it is important for children to develop their life skills. It builds positive attitude to build a better future. To achieve the main goal of Kumon, superior academic ability, a sense of self-belief and the ability to learn independently are essential.

The founder of Kumon method is Toru Kumon who was a teacher. He eventually developed this method of learning math & reading while teaching his son Takeshi Kumon. The Kumon Method that began from the love of a father for his child is today widely available in countries and regions around the world. World enrollment figures currently total 4.35 million (March 2017). The first Kumon Center outside of Japan was set up in New York in 1974. Since then, Kumon has spread to 50 different countries and regions. Kumon centers are the most important and core existence of Kumon method but there are a number of schools as well as institutions all over the world which practice Kumon method of learning because of its unique adaptability of self-learning.

1.1: Company Vision & Mission

BRAC-Kumon is still under pilot program, so they jointly don't have common mission & vision. However, the mission and vision of BRAC & Kumon are mentioned below separately:

BRAC's Vision: A world free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential. (As stated)

BRAC's Mission: Our mission is to empower people and communities in situations of poverty, illiteracy, disease and social injustice. Our interventions aim to achieve large scale, positive changes through economic and social programs that enable men and women to realize their potential. (As stated)

Kumon's Vision: By discovering the potential of each individual and developing his or her ability to the maximum, we aim to foster sound, capable people and thus contribute to the global community. (As stated)

Kumon's Mission: We wish that all people in all countries and regions in the world will have the opportunity to learn with the Kumon Method, and that each individual in the world will be enthusiastically self-learning and making efforts towards realizing his or her goals and dreams. (As stated)

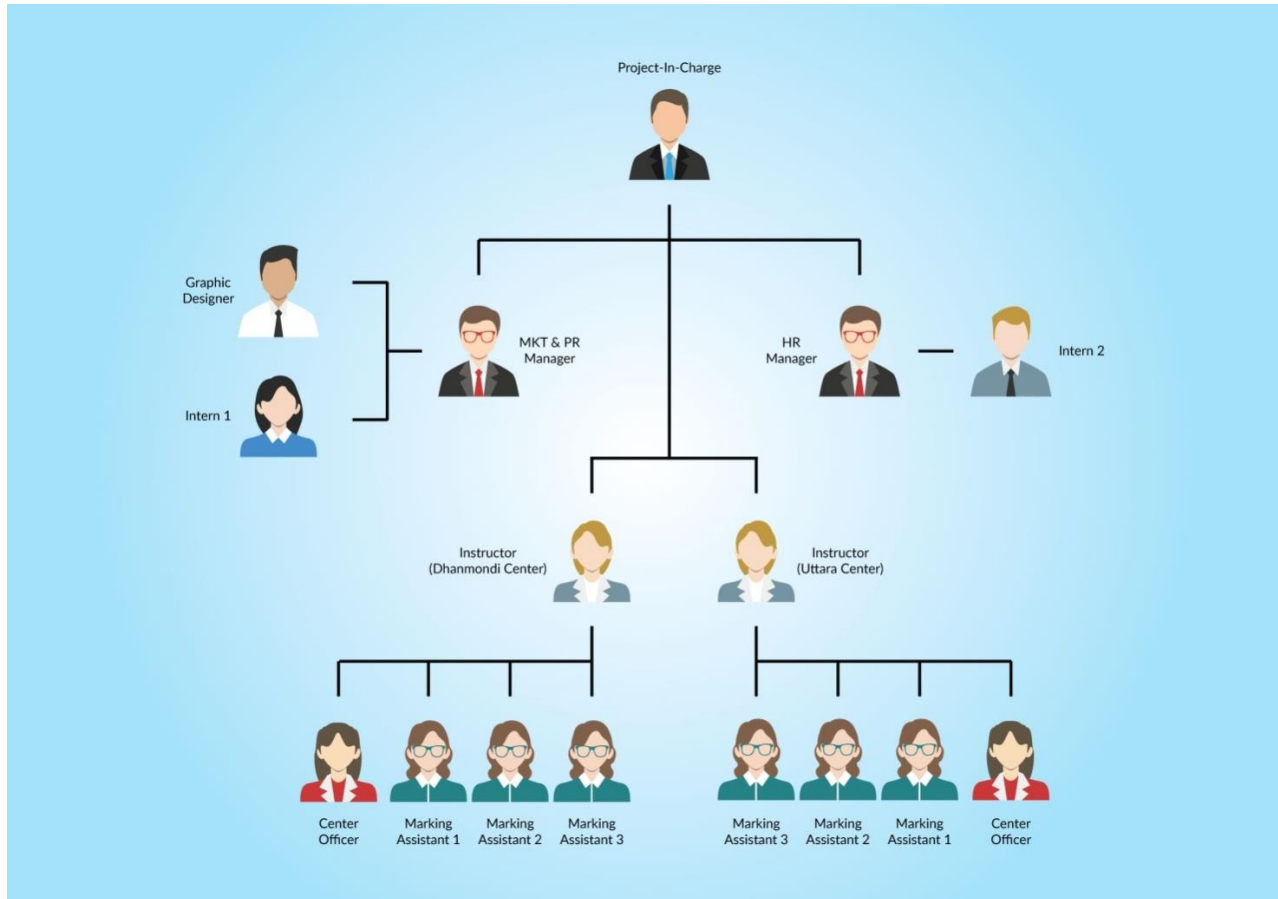
1.2: Launching of BRAC-Kumon

BRAC Kumon was formally launched at BRAC Center on September 18, 2017. Hidenori Ikegami, President of Kumon Institute of Education Co. Ltd., Japan, attended the launching ceremony as the chief guest, while Dr. Muhammad Musa, Executive Director of BRAC, was present as special guest.

Dr. Safiqul Islam, Director of BRAC Education Programme (BEP); HitoishiAra, Senior Representative of Japan International Cooperation (JICA); Diasuke Arai, Country Representative of Japan External Trade Organization (JETRO); and Nehal Bin Hasan, Project in-Charge of BRAC-Kumon Team, also spoke at the event.



1.3: Organizational Structure



1.4: Methodology

The entire report has been prepared based on both

Primary Data: BRAC Research and Evaluation Division (RED) has done the preliminary market research before launching of this project.

Secondary Data: Secondary data are gathered from different websites

1.5: Objective of the Report

Primary Objective: The Primary objective of this report is the prospects, challenges & strategies of digital marketing in an educational platform (BRAC-Kumon).

Secondary Objective:

1. Gaining knowledge about digital marketing platform in educational program
2. Challenges and drawbacks of digital marketing
3. Practical knowledge in working with digital marketing materials

2. Project Part

2.1: Key to Success in Pilot Project

In order to achieve success in joint ‘Pilot Center’ project, Kumon planned to commit the following based on their past experiences in different countries:

1. Awareness/understanding of current conditions and proper provision of support:

Kumon will address BRAC’s worries and concerns. The identified possible risks were:

- Students might get stuck in doing higher level worksheets.
- The amount of repetition level per worksheet would be high.

2. Involvement of other parties within/outside BRAC: Third parties will be evaluated strictly. Objectivity would be very crucial in striking a chord with individuals within and outside BRAC.

3. Setting indices for review/evaluation:

- Regular observation is important for profitability & sustainability
- To ensure the quality of education, it is important to jointly review results and use these while taking the next step.

2.2: Market Study & Research

The BRAC Institute of Languages (BIL), in partnership with BRAC and Kumon Institute of Education Co. Ltd., believe students in Bangladesh would benefit greatly from the Kumon method. They plan to pilot the program through two Kumon centers in Dhaka’s Dhanmondi and Uttara neighborhoods in 2017.

The company-owned centers to be opened by BIL will be the first Kumon centers in Bangladesh. In order to adapt the program to the Bangladeshi customer base, a market study was necessary to source relevant insights and data on client needs and profiles. This is where BIL initiated collaboration with the Research and Evaluation Division (RED) at BRAC.

Kumon intends to supplement school lessons for children between ages 4 and 14 years, by providing a step-by-step, comfortable learning that emphasizes on basics building of automaticity in basic mathematics and language (English) skills through repetitive practice. With

students working independently, Kumon centers are run by a trained instructor who is both the entrepreneur and operational head of the franchised center as well as an informational marketing agent for parents and potential clients.

The market study that was done for BRAC-Kumon aimed to find answers primarily to the following questions:

1. What proportion of target clients are willing to use the Kumon centers?
2. If they use Kumon, how much are they (clients) willing to pay?
3. How does the clients' willingness to pay vary across location, profession and income?
4. Does participation rate vary across student types, i.e. those that go to coaching centers and those who do not?
5. What are the incomes of the target clients according to their professions?
6. What locations are most potential students expected to travel to for the service?

The research was a mixed method strategy. Determining the ideal price range and optimal locations for the Kumon center service involved several research streams (i.e. reviewing secondary materials, field mapping, parent survey, Key Informant Interviews and BRAC Staff Survey)

Schools and other after-school program locations were scouted ahead of the survey through secondary data and field mapping. A list of schools and coaching centers was accumulated through secondary information followed by a field mapping which helped identifying actual location of the school and coaching centers listed through the secondary survey. The field mapping also helped locate potential survey points in terms of availability of parents and guardian of 4 to 14 years old children. From the list of schools and coaching centers 592 parents and guardians were then randomly selected for the field survey. Our team also conducted several KIIs (Key Informant Interview) with teachers and staff at coaching centers in both areas to understand the current market condition in terms of price range and competitions.

Subsequently, BRAC staffs with children of target age were also surveyed to understand their spending pattern in terms of children's education.

Secondary research was also conducted to determine starting salaries of fresh graduates at their first jobs across industries, in part to help the BIL-Kumon team determine how much a potential instructor for the Kumon centers could expect.

2.2.1: Data sources

Parent Survey

As mentioned earlier, 592 parents and guardians were randomly selected for the field survey; numbers were almost equal for both areas.

Survey Areas	Freq.	Percent
Dhanmondi	292	49.32
Uttara	300	50.68

Table: Total survey sample (area-wise)

Researchers and enumerators approached parents waiting outside of school and coaching center venues between 8.30am and 2.30 pm on weekdays. Only parents and guardians who had children aged between 4 and 14 years were surveyed. Parents and guardians generally wait outside of these venues to drop off students, wait for younger ones, or to receive them once sessions end. Some participants were surveyed in public parks and lakesides where they wait in groups between school sessions.

Interviews generally lasted from 15 to 20 minutes, including a brief introductory conversation on the challenges students face at school and could face in their future workplace, and generally how after-school programs such as Kumon could be beneficial. Though throughout the conversation, a program resembling Kumon was described and mentioned several times, the name “Kumon” was not cited. Parents were oriented that BRAC is introducing an international after-school program in Bangladesh with aim to help school-going children improve their math

and language skills. This conversation ensured participants had just enough information to share their pricing preference and willingness to pay.

Given this introduction, parents were asked if they would be willing to use the service and subsequently, if yes, how much they would pay for it.

Informant Interviews

Coaching center and after-school program staff were interviewed to determine existing after-school programs' pricing strategy, target clients and profit-revenue trend of such services. These conversations also mapped the scope and size of these programs and the services they offered. This information will subsequently be used to contextualize market conditions for future centers and franchisees.

An interview session was also conducted with BRAC's legal department to determine the legal requirements of opening after-school programs in Dhaka.

BRAC Staff Surveys

One-hundred BRAC staff were surveyed using an abridged version of the parent survey questionnaire to determine their expenditures on children's education and after-school activities such as additional tutoring or involvement in extracurricular programs.

Secondary Research and Field Mapping

Secondary information was gathered to list schools, coaching and after-school centers in our target areas which later contributed to the field/market mapping exercise. The research team also used this time to define starting income profiles of recent graduates in the market during the time of the study and find information on legal regulations that may be relevant for Kumon franchisees.

2.2.2: Instruments

Parent Survey Questionnaire

The parent survey questionnaire (later also used for the BRAC staff survey) was built on a web-based platform and deployed on Symphony mobile tablets. The surveys were hence conducted on tablets. This survey was administered to collect information on the socioeconomic background of target students' families and to understand their willingness to pay for Kumon's service.

Willingness to Pay (WtP) Pricing Questions

Simple pricing research methods were used in this study. A combination of payment cards and open-ended methods were used in the survey. Parents were asked for the maximum they would be willing to pay monthly (per subject) for the service that had been described to them at the beginning of the survey.

What is the maximum you would pay monthly for using this service per subject?

- This last question is the open-ended method.

Payment cards method, also called categorical scales, presents a specified range of values to respondents who select which figures they would pay and which they would not. The price ranges were presented randomly, as opposed to numerically progressive or regressive order, to offset any strategic bias that may result in artificial rate bids.

An illustration is shown below:

- *Would you pay BDT 4000 per month for sending your child to this internationally recognized after-school service for two subjects? Yes/No.*
- *Would you pay BDT 6000 per month for using this internationally recognized after-school service for two subjects? Yes/No.*

- *Would you pay BDT 8000 per month for using this internationally recognized after-school service for two subjects? Yes/No.*
- *This process was repeated for a two-subject monthly package and a one-subject monthly package.*

Current After-School & Coaching Program Information Checklists

Information from existing after-school programs, especially ones with internationally-recognized curriculum and methods, was collected via interviews. These unstructured interviews were guided by checklists that summarized the key details we needed for this assignment.

2.2.3: Field Survey

To identify who will be the respondents for the survey, BRAC Research and Evaluation Division needed to organize information on ‘academic path of children’ according to clusters.

- 1. Venue:** Gathering spots of the potential target (shopping mall/park/public space by the residential areas)
 - 2. Target Age Group:** Ages 4 to14
 - 3. Program:** Invite children to try out Kumon worksheets and other materials
- While children are trying the worksheets and other materials, parents will be requested to fill out survey (including address of residence).
 - Gather information on parents' worries and concerns related to education (through casual conversations).

2.2.4: Ethical issues

Participants were informed about the study prior to the actual surveys and interviews. They were ensured that their participation is voluntary and that they could withdraw at any point. Surveys were conducted at locations nearby schools, where parents generally wait and/or locations that they suggested. Interviews were conducted at their workplaces or at a location in agreement with the participants. Confidentiality about their identity was guaranteed.

2.3: Analysis & Findings

2.3.1: Lifestyle of Target Clients & Ability to Pay

A key objective of the market survey was to determine the current preferences among potential target clients with regards to after-school programs. Alongside this, parents/guardians were asked to share information on household earnings, spending on education, and other lifestyle preferences. This information was gathered to develop household profiles as well as to determine potential clients' ability to pay for Kumon.

Household Profile

According to the Household Income and Expenditure Survey (2010) data, the top 10% of urban population earn a minimum of BDT 50,000 per month (USD 630) in the year 2017 (HIES, 2010). Maximum monthly income reported in our survey was about BDT 20,00,000 (USD 25,316 per month). It must be noted here, that a key limitation here is the under-reporting of earnings and savings by survey respondents, either as precautions in case the surveyor was a disguised tax official or because many female respondents did not know this information at all. Hence, this further substantiates that Kumon's target clients most likely earn more than what is indicated in this report. For the purposes of this study, surveyed potential client households in

Dhaka are categorized into seven income groups to reflect how our outcomes vary with their ability to pay.

The research showed that lower income groups are more widely represented in Uttara. Almost 50% of respondents in Uttara belong to the lowest income class for the study. This group is only 13% in Dhanmondi. High income groups are also more significantly represented in Dhanmondi.

Asset Ownership & Expenditure

Participants were also asked about their house ownership status and the other assets they own that may indicate their lifestyle. Data showed that about 26.2% of all participants own their houses. These percentages were high for the uppermost and lowest income groups. As per data approximately 39% of upper classes are house owners.

For car ownership, the research showed that 20.7% of total sample households own car(s). This was highest for the upper income groups.

Households in Dhanmondi and Uttara seem to generally visit similar store types regardless of income level. This may be attributed to high availability of and access to these store types across neighborhoods, and similar prices offered.

Education Spending & School Profiles by Income Groups

Information on sample parents' spending on after-school and coaching programs helped to understand their current preferences with regards to these programs. While this showed how much they are able to spend on education for their children, this also provided insights on the subjects students generally need assistance on.

As per data, upper classes spend between BDT 4,204 and BDT 5,260 per month on school fees for their children. Households belonging to middle income classes spend between BDT 1,883 and BDT 3,368 on average per month. This number drops to BDT 1,336 and below

per month for lower classes. While area-wise analysis shows that on average spending on school fees in Dhanmondi and Uttara is BDT 3,854 and BDT 1,637 consequently.

Of students in sample respondents' families, 28.6% belonged to English medium schools, 50% to Bangla medium schools and 21.4% were studying the English version of the national curriculum. Breaking this down further, it was found that upper income groups have a clear preference for English medium schools, whereas lower income groups mostly send their children to Bangla medium schools. However, as fees vary highly among English-medium schools, all classes are able to access the three mediums.

On average, parents spend BDT 3,836 per month on coaching and after-school programs in Dhanmondi, which is nearly equal to the average school fees paid in the area. However, in Uttara, parents spend significantly higher on coaching at BDT 3,889 per month on average. When considered income group-wise, it was noticed lower income groups spending more on coaching than school fees.

This showed a key difference in educational spending between parents in upper income groups and lower income groups. Higher spending on after-school programs and coaching from the latter group may suggest, their children have a greater need for additional assistance beyond schools. In fact, it may be reasonably assumed that students going to international and other high-fee-charging schools receive better teaching, as more resources are expended on each student at their institutions.

With regards to extra-curricular activities (ECAs), parents across the income groups spend relatively little, on average starting from BDT 188 to BDT 625 per month.

2.3.2: BRAC Staff Survey

Ninety-eight BRAC staff were surveyed at the BRAC Center for this study, only those staff who had children aged between 4 and 14 years were surveyed. About three-quarters of respondents were of staff and manager level. 16.33% were senior managers and support staff comprised only 8.16%. BRAC staff salaries are graded from 1 to 14 and corresponding salary amounts can be sourced from the Human Resources and Learning Division.

Staff Levels	% of resp.	Gender	
		Male	Female
Service Staff (Grades 1 – 2)	8.16	6.98	9.52
Staff and Manager Level (Grades 3 – 6)	75.51	69.77	83.33
Senior Manager Level (Grades 7 – 10)	16.33	23.26	7.14

Table: BRAC staff surveyed

Senior manager level staff spends about BDT 7400 on average every month on their children’s education and activities after-school. This comprises on average, BDT 3200 monthly spending on coaching and BDT 660 on extracurricular activities. Despite having about 30% less total spending less than senior managers, staff and manager level employees spend about the same amount on monthly coaching fees. This indicates both levels may have similar preferences regarding coaching centers.

2.3.3: Willingness to Pay

The parent survey was conducted to primarily delineate potential target clients’ willingness to pay for the Kumon like service. It is important to note here that the respondents had a very limited concept of Kumon’s model and style of teaching, and hence were only able to cite their preferences with regards to the brief description we provided at the beginning of the survey, and their past experiences with coaching centers and after-school programs.

Many participants also only agreed to take the survey when they were convinced that the surveyors represented BRAC and that the research would be conducted to bring them a service vetted by the institution. It is thus possible that this may have influenced their final responses.

Target Setting

1. Demand for private supplementary education in Math and English

Many parents of younger children expressed that they are currently not sending their children to any after-school programs. Parent surveys showed that children in our target group are attending coaching centers or receiving private tuition. These are generally children going to middle school and above.

The children who seek supplementary education generally study the same subjects they cover at school. Among these subjects, mathematics receives the most attention as 92.4% of those going to coaching centers, study math there. English comes second at 84.14% of students receiving coaching studying the language at the centers. This shows how high the need and demand for the after-school coaching on these subjects are among students across class types.

2. Exposure to after-school programs

Parents in Dhanmondi seemed more aware of after-school programs. Students from Uttara were seen to attend schools from as far as Tongi and Gazipur, travelling around two hours each day to attend daily classes. These students and their parents seemed to have even less exposure to after-school programs and even a limited understanding of similar after-school program like Aloha, a key existing after-school program offering mental math skill development programs around Bangladesh. In Uttara, the mothers of students who did express interest in the program, further qualified that they would not be able to decide on whether to send their child to such a program without consulting their husbands. In some cases, mothers expressed these decisions would solely be made by their husbands.

Overall, parents in Uttara seemed more conservative in comparison with parents in Dhanmondi regarding educational decision-making. Uttara parents seemed unwilling to invest significantly on their children's education. Some of these parents expressed that students in grades 4 and 5 are already overburdened with school work and after-school tuition, and they would not want to add more to this.

3. **Willingness to Pay and Parent Feedback**

Ninety seven percent of our survey respondents said that they would be willing to send their students to centers like Kumon. These figures echo throughout income classes. Target clients were asked how much they would be willing to pay per subject and were then given choices for one subject (Math) or two subjects (Math and English). From their responses, it was seen that the highest amounts cited were by the first, third and fourth income classes, on average willing to pay around BDT 3,000 per month. Other classes waver between BDT 1,800 and BDT 2,000 per month. Average willingness to pay for the clients with income BDT 1 lac per month or above is found to BDT 2,843.14 against BDT 2,122 for those with income below BDT 1 lac per month. These statistics indicate that an average fee of BDT 2,500 could be charged for each subject. If so, then it may be that some of those from lower income groups might be less likely to opt for the service. Further analysis shows that of the total sample parents, 20% are willing to pay BDT 3,000 or more. And approximately 70 percent are willing to pay on average BDT 2500.

4. **Willingness to Pay Per Subject**

Parents of students studying in the senior grades within the age group are willing to pay high monthly fees than parents of younger students. On average, parents of student from Grades 6 through 10 are willing to pay BDT 2,272 per month, while students from Grades 2 through 5 and below Grade 1 can pay BDT 2,010 and BDT 2,181 per month respectively. These statistics indicate that the program may even charge higher fees for students belonging to higher grades.

When offered specific price options for the one-subject and two-subject packages, parents majorly chose the lower price options. Findings show that about 53.7% of respondents said they would be willing to pay BDT 2,000 per month for a one-subject package. While this was the majority choice across income groups, a higher proportion of respondents said they would pay BDT 3,000 and BDT 4,000 per month per subject in the top three income groups. Respondents from higher income groups were more likely to pay higher amounts for one subject. These findings are consistent with the previous findings.

Willingness to pay for one subject per month	1	2	3	4	5	6	7	Total
BDT 2000	40.74	47.62	41.38	50	55.74	67.74	46.53	53.51
BDT 3000	29.63	33.33	34.48	25	22.95	20.43	27.72	25.42
BDT 4000	29.63	19.05	24.14	25	21.31	11.83	25.74	21.07

Table: Willingness to pay for one subject (based on option)

Note: Income Class 1 = more than BDT 200,000/month; Class 2 = BDT 150,000 to 200,000; Class 3 = BDT 125,000 to 200,000; Class 4 = BDT 100,000 to 125,000; Class 5 = BDT 75,000 to 100,000; Class 6 = BDT 50,000 to 75,000; Class 7 = less than BDT 50,000

For the two subject package, 94.3% respondents preferred BDT 4,000 per month.

Willingness to pay for two subjects per month	1	2	3	4	5	6	7	Total
BDT 6000	0	25	25	0	4.17	0	6.25	5.71
BDT 4000	100	75	75	100	95.83	100	93.75	94.29

Table: Willingness to pay for two subjects

Note: Income Class 1 = more than BDT 200,000/month; Class 2 = BDT 150,000 to 200,000; Class 3 = BDT 125,000 to 200,000; Class 4 = BDT 100,000 to 125,000; Class 5 = BDT 75,000 to 100,000; Class 6 = BDT 50,000 to 75,000; Class 7 = less than BDT 50,000

5. Willingness to Pay by Area

It was mentioned earlier that most parents went for the lower price options. Although, when analyzed by area, data showed that a higher percentage of parents in Dhanmondi chose higher prices than parents in Uttara.

Parents' willingness to pay may also depend on the environment of the centers and the security provided to their children at the venue. Some parents mentioned the importance of instructor-student ratio and class size as a factor in their decision-making. If class sizes remain within 8 to 10 students, they would be willing to pay higher prices. For some parents it was also important that the facilities have air conditioning and high security. For these parents, low instructor-student ratio, good classroom facilities and environment, and higher frequency of sessions can justify paying higher fees. Few parents mentioned they would be willing to pay up to BDT 10,000 for such facilities.

After-school Programs & Coaching Centers

Parents were surveyed regarding their children's subscriptions to after-school programs, coaching centers, tutors, etc. Results from the survey showed most coaching centers offered sessions and lessons in compliance with school syllabus, thus students often visited this to strengthen their understanding of the subjects or substitute school lessons.

Data confirmed that among those going to coaching centers or seeking additional assistance from tutors, the highest proportions do so for help with Math (92.4%) and English (84.14%). Hence it can be said that there is a demand and recognition for high quality math and language learning.

The research team further interviewed staff from some of the coaching centers and after-school programs in Dhanmondi and Uttara to gain insights to their operations and fees. On average, it was found that the centers charged around BDT 2,442 per subject per month.

The only after-school program that matches Kumon's profile is Aloha Mind Math program. The Aloha program originated in Malaysia and teaches children how to solve math problems without the use of pen, paper and calculators. Students are taught the use of abacas and

helped to develop their mental calculation ability. Aloha offers packages to children aged between 3 and 14 years. Aloha currently operates worldwide through a franchise model.

Over conversations during the survey, parents who send their children to Aloha specifically mentioned that since they currently pay BDT 1,800 for their children, they wouldn't be willing to pay more than BDT 2000 for the Kumon education. This may be explained by parents' lack of understanding of the differences between Aloha's service and the Kumon method.

There is a significant demand and recognition for high quality math and language learning, as suggested by current parent preferences regarding after-school programs and coaching centers. This is also reflected in the findings, as 97% survey respondents said they would send their children to a service similar to Kumon.

Regarding monthly fees, it was found that coaching centers on average charge BDT 2,442 per month. It can be assumed that when parents cite prices they are most willing to pay for the Kumon service, they draw significantly from their current spending on education at coaching centers. This aligns with our findings as most parents cited prices around BDT 2,000 to 2,500 per month when asked.

2.3.4: Location

The final section of parent surveys asked respondents to cite their preferences of potential location for after-school programs, specifically the Kumon-like service described at the beginning of the conversation.

Parents' Location Preferences

Parents generally preferred locations close to schools or main roads, due to transport access and convenience. While parents mentioned they would prefer the centers to be anywhere between zero to 90 minutes from their homes, about 93% prefer it to be within or less than 30

minutes away. Among them, the majority (29% of sample) would prefer the center to be within 10 minutes of their homes in Dhanmondi and Uttara.

In Dhanmondi, Roads 27, 32 (and its intersection with Mirpur Road), 12A, 7A and Green Road received highest requests. Similarly, in Uttara, locations near schools in Sectors 6 and 7, and the main road Garib-E-Newazi Avenue were mostly preferred.

Existing After-school Program & Coaching Center Locations

Coaching centers are generally located in residential buildings in adjacent streets to major roads in both Dhanmondi and Uttara. This usually allows for more parking space and less traffic congestion. Residential venues also offer lower rents in comparison to locations on the main roads such as Sajmasjid Road in Dhanmondi or Jashimuddin Road, Ranbindra Sarani and Gausul Azam Avenue.

Aloha Bangladesh's Dhanmondi venue is located away from main roads, near the lakeside on Road no. 4/A. The location allows students to work in a quiet environment and for parents to find adequate parking and seating outside the building. The venue is still easily accessible by cars, rickshaw and other public transportation. However, due to the location being discrete, Aloha does not receive open exposure or advertisement due to its presence. Parents would need to seek them out for enrollment.

2.4: Digital Marketing

Since Kumon was launching as a completely new aspect in Bangladesh, it was necessary to take proper justified steps to attract as much people as they can. Children education is a very sensitive issue and a number of parents in Bangladesh are really aware of their children's studies. The more they are concerned about is the quality of education, not the money. So, the market was in need of something that is reliable to the parents. Here comes the Kumon method of learning. It's unique because of its simplicity, synchronization among the worksheets &

individualized training. People needed to know that something unique has begun its journey in Bangladesh which is already popular in 50 more countries worldwide.

Considering the following, some strong marketing strategies needed to be come to light to highlight the offerings of Kumon method of learning, center days, center locations, tuition fees, admission fees and contact numbers. Among other strategies, BRAC Kumon has taken digital marketing very seriously to reach a good number of people, mostly those who belong to the target market.

Basically, digital marketing means the marketing of products and services using digital technologies (internet, mobile phone, computer, display advertising or any other digital medium). Since Kumon is an education based program, it falls under service criteria. Services are intangible; they cannot be touched or showcased. In this case, digital marketing is the best option for grabbing the attraction of people and coming into the spotlight. Digital marketing can be done based on a number of mediums. BRAC-Kumon has chosen the following aspects of digital marketing to notify people about their service & offerings:

2.4.1: Social Media

BRAC-Kumon has put their highest effort on social media marketing. All their details, current offers, enrollment policies, center days, important notices, announcements, greetings for important days etc. are shared through their Facebook page. The whole Facebook page is well designed, organized & maintained properly. A large number of customers ask questions almost every day through Facebook and center in charge from concerned center is immediately being linked with that customer.

BRAC Kumon emphasizes on providing information regarding Kumon method of learning with standard graphics, visuals, animations, silhouette arts, carousels etc. The prime purpose of these Facebook post is to get engaged with the customers and let them get introduced with the idea of Kumon at the same time.

Important posts that include offers and other relevant information are boosted in Facebook to engage more people who fall under the criteria of our target market. The target

market selection of the boosted posts is very much specific. For example, the selected group is mostly consisted of people:

- aging 35-70+, because this group of people are mostly parents with child
- living in places near Dhanmondi & Uttara, because we have centers in this two places for now
- having interest in education

The Facebook page has been updated with proper details and contact addresses so that customers don't find any difficulties to reach them.



Figure: Facebook posts of BRAC-Kumon

2.4.2: Center Decor

Since the Kumon center is the ultimate venue of the program, it has to be soothing and attractive to the eyes of the students. The decor and renovation had to be based on art & design that signifies children, their possibilities. Bearing that into mind, the design of the walls, dividers and other areas were made in such a way that attracts the students as well as their parents. These decors and designs play a vital role of marketing because when a parent visits Kumon center for the first time, they enjoy the ambience of the environment and consider it as a safe place to admit their child.



Figure: Branding inside Kumon Center

2.4.3: Flyers & Banners

A flyer is a form of paper advertisement intended for wide distribution and typically posted or distributed in a public place, handed out to individuals or sent through the mail. On the other hand, banner is a long strip of cloth bearing a slogan or design, carried in a demonstration or procession or hung in a public place. These two mediums are most commonly used in marketing now-a-days. For making a flyer or banner, BRAC-Kumon needs to follow all the rules and regulations of branding and marketing of both the companies, BRAC & Kumon.

The first flyer of BRAC-Kumon was made right after the opening of Kumon Dhanmondi center and 20,000 copies of it were printed. It was regulated in nearby schools and colleges of Dhanmondi, Aarong and other significant places. After the flyers were distributed, we got a lot of enthusiastic parents who were interested to know about Kumon and admit their child.

Banners containing the information of center days and other relevant details are also designed and placed in Kumon centers that are aimed for the passerby and other interested people.

Banners are also placed in places like BRAC Center, BRAC University & Aarong. This significantly raised the number of people who came to know about Kumon's launching in Bangladesh.



Figure: Banners in front of Kumon Uttara center

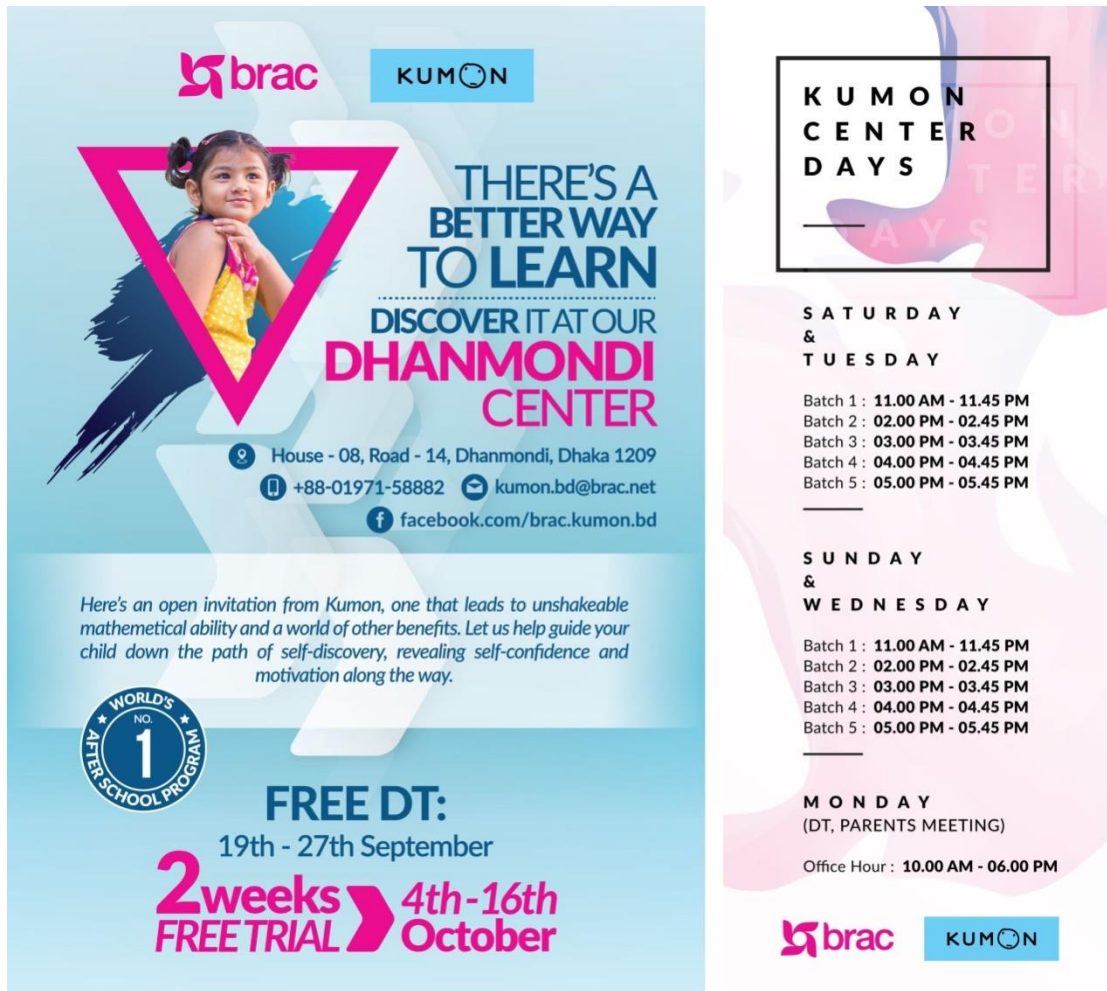


Figure: BRAC Kumon Flyer & Stand Banner

2.4.4: Brochures

Brochures are also an important medium of digital marketing. Since we are still a startup, we have not completed making our own brochure that would be printed under the surveillance of BRAC-Kumon Bangladesh. But we have considered distributing the global version of Kumon brochure for the time being and they have sent us 300 copies of it from Japan for initial use of it.

Later on, our customer growth had increased and we asked for the soft copy of the brochure. So, we gave requisition of 3000 copies of the brochure to distribute it among the customers and other personnel. This brochure contains all the details, history and brief

description of the whole Kumon method of learning. This was a great piece of attraction among people because of its simplified structure, soothing design and illustration.

2.4.5: Media Coverage

We made sure to invite all the people who belong to press and media coverage in our launching ceremony that took place on 3rd October, 2017 because this was a huge source of getting exposure for a new brand 'Kumon'. People in Bangladesh already know about BRAC which is the number 1 NGO in the world but they are not aware of Kumon as well as the Kumon method of learning.

The news of our launching program was covered by some of the prominent newspapers of our country named Daily Ittefaq, Daily Janakantha, Daily Kaler Kantha, Daily Samakal, Daily Banik Barta, Daily Prothom Alo, Daily Jugantar, Daily Star etc. The most exposure was got using this medium and our media coverage was so good that a lot of prominent personnel from different sectors also came to know about BRAC Kumon.

BRAC Kumon has plans to release more articles in newspaper more frequently to grab the attention of more people at a time.

2.4.6: Website

Website is the best source of information and offerings of a particular organization. Bangladesh is a developing country and now-a-days, a large number of people is using internet every now and then. As a matter of fact, BRAC-Kumon requires its own personal website for a quick reach of parents who are interested to know more.

As of now, BRAC-Kumon's own personal website has not developed. The website is under construction. A glimpse of demo version of the website is attached below:

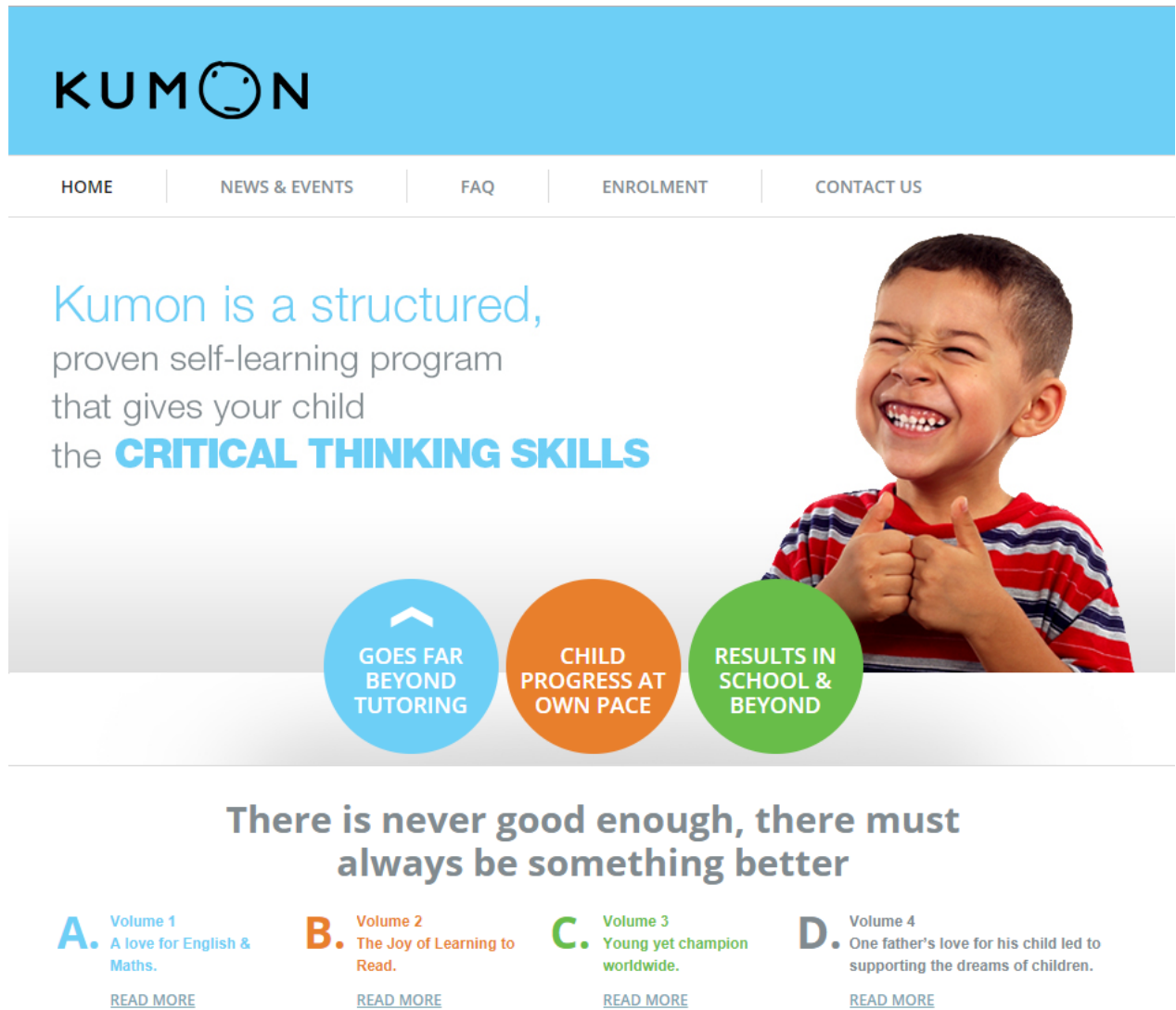


Figure: Demo website of BRAC-Kumon

However, both BRAC & Kumon have this project's details entitled in their respective websites. Link for BRAC-Kumon project's coverage in BRAC & Kumon's website are enlisted below:

BRAC:

1. <https://www.brac.net/education-programme/item/921-kumon-mathematics-at-brac-schools>
2. <http://www.bracu.ac.bd/news/kumon-launching-ceremony>
3. <http://www.bracu.ac.bd/news/kumon-educational-japan-co-ltd-team-visits-bangladesh>

Kumon:

1. http://kumongroup.com/eng/about/environment/contribution.html?ID=eng_about_environment
2. <http://www.kumon.ne.jp/press/9478/>
3. <http://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2017/03/22-inoue-summary-e.pdf>

2.4.7: Effectiveness of Digital Marketing

The world is continuously revolving on the axis of technological advancement. While the older generation is still stuck with the old fashioned web of paper based information, the younger generation has been blessed with modern technology which is based on e-commerce. The acceptability, ease of adaptability, hassle-free transferability & feasibility has made e-commerce based marketing more engaging and offered us everything right in front of us virtually.

Mostly, our customers are the parents of school going children aged between 4 -14 years. So, they are well aware of digital marketing platform. The customer engagement mediums have been maintained by BRAC-Kumon team so effectively that almost all the customers came to the center knowing about Kumon from any of the digital marketing mediums.

Whenever a new parent comes to a BRAC-Kumon center, he/she is asked that from where he/she has heard about Kumon. The center assistant takes the record of it each time & reports it on weekly basis to the admin office. This helps BRAC-Kumon to decide which of the mediums have been more effective and where to work on more for engaging more customers. A rough illustration of customer engagement percentage based on digital marketing medium they have used is given below:

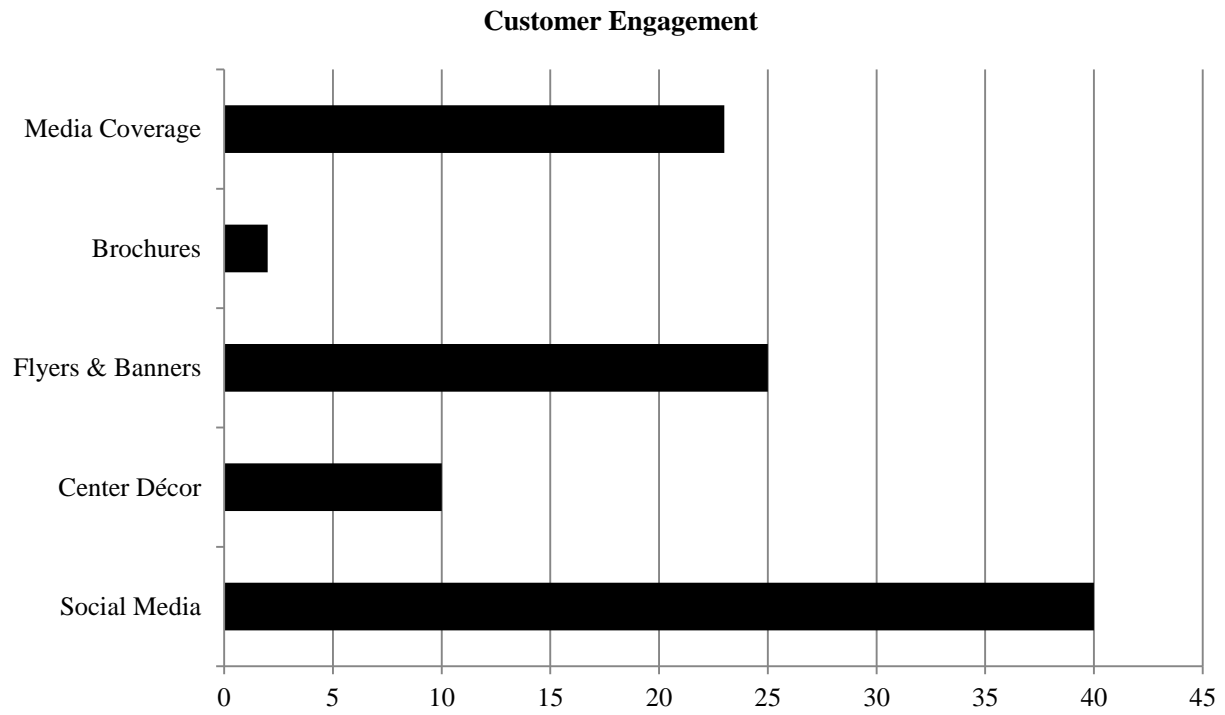


Figure: Customer engagement percentage based on digital marketing medium they have used

3. Supplementary Part

3.1: Appendix

3.1.1: Parent Survey Questionnaire

A research on internationally-recognized afterschool program for Math and English

BRAC, Research and Evaluation Division

Surveyor introduces themselves as member of research team from BRAC conducting a market study on parent's education preferences and spending in Dhanmondi and Uttara. Consent for survey is requested and upon positive response, the surveyor continues. A brief conversation on the challenges their children face in class and what they think this could imply in the future (university admissions, jobs, life, etc.), followed by a proposal of a system that is similar to Kumon. Based on this introduction, parents are asked further question that may help with the research.

Background Information

Area: (Code) Dhanmondi =1, Uttara =2

Respondent's Name:

Gender Code: Male =1, Female =2

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Current Address:

.....

Mobile Number:

.....

Interviewer's Name:

Date:

.....

A. Household Demographic & Ability to Pay Questions (repeated for ALL members)

SI No	Questions	Answer	Answer Code
1.	Name		
2.	Gender		Male =1, Female =2
3.	What is your age?		Below 4yrs=1, 4 to 14 yrs =2, Above 14yrs=3
4.	Education		Didn't go to school =0, Primary =5, Middle school =10, High school =12, Honors/degree/engineering/MBBS =16, Masters =17, PhD =18, Vocational =19, Other =_____
5.	Profession		Job=1, Business=2, Homemaker=3, Student=4, Unemployed=5, Differently-abled=6
6.	Monthly income		
7.	Income from other sources (e.g. house rent, shop rent)		
8.	Savings and investment		

B. Socioeconomic Status Questions

9.	Do you live in a rented or self-owned home?		Rented house =1, Self-owned house =2
10.	If rented, what is your monthly rent?		Amount of rent in Taka
11.	If self-owned home, what is its current market value?		Market resale price in Taka
12.	Where do you do daily family groceries?		Local market = , Super Shop/Nandan/Meena Bazar/Agora/Swapno = , New Market =
13.	Which market do you visit for other shopping needs?		Elephant road=1, New market=2, Rapa plaza=3, Anam Rangs Plaza=4, Bashundhara City Panthapath=5, Shimanto Square/Rifles=6, Aarong=7, Rajlokkhi=8, Mascot Plaza=9, Jamuna Future Park=10, Orchard Point=11, Brand shop=12, Dhanmondi Shopping Complex=13, Uttara Shopping Complex=14
14.	Where do you or your family members visit for café/ fast food?		Do not eat=0, Gloria Jeans=1, North End=2, Coffee World=3, Barista=4, KFC=5, BFC/CFC/AFC=6, Pizza Hut=7, Nandos=8, Captains=9, Turkish Pizza=10, Red Chicken=11, Great India=12, Burger and Boost=13, Burger King=14, Shwarma House=15, Takeout=16, Chaap Shamlao=17, 300 Ft = 18, Al-Baik=19, Bashundhara Food Court=20, Jamuna Food Court=21, Dingi=22, Panshi=23, George’s Café=24, Movenpick=25, Boomers=26, American Burger=27, Cream and Fudge=28, Crimson Cup=29, Pizza Inn=30, Food Buzz=31, Hollywood Café=32, Kive Han=33, Mango Café=34, Others=35
15.	Where do you or your family members visit for casual dining?		Do not eat=0, Voot=1, Handi=2, Delhi Darbar=3, Hangout=4, Hello Dhanmondi=5, Red Tomato=6, Four Seasons=7, Xenial=8, Chillis=9, Xinxian=10, Lakeshore Hotel=11, Sonargaon Hotel=12, Amari Dhaka=13, Westin=14, Radisson=15, Mainland China=16, Hungry Duck=17, Fire On Ice=18, Star Kebab=19, BBQ Tonight=20, Chui Jhaal=21, Regency=22, Palm View=23, Korai Gosht=24, Le Meridien=25, Kenny Rogers Roaster=26, Manhattan Fish Market=27, Baton Rouge=28, Topkapi=29, Sushi=30, Khana Khazana=31, Kutum Bari=32, Others = 33
16.	Where do you or your family members visit for fine dining?		Do not eat=0, Voot=1, Handi=2, Delhi Darbar=3, Hangout=4, Hello Dhanmondi=5, Red Tomato=6, Four Seasons=7, Xenial=8, Chillis=9, Xinxian=10, Lakeshore Hotel=11, Sonargaon Hotel=12, Amari Dhaka=13, Westin=14, Radisson=15, Mainland China=16, Hungry Duck=17, Fire On Ice=18, Star Kebab=19, BBQ Tonight=20, Chui Jhaal=21, Regency=22, Palm View=23, Korai Gosht=24, Le Meridien=25, Kenny Rogers Roaster=26, Manhattan Fish Market=27, Baton Rouge=28, Topkapi=29, Sushi=30, Khana Khazana=31, Kutum Bari=32, Others = 33
17.	Do you own a car?		Yes =1, No =0
18.	If yes, how many?		No. of cars owned by respondent’s household

19.	Which brand cars do you own?		Toyota=1, Honda=2, Hyundai=3, Lexus=4, BMW=5, Audi=6, Mercedes=7, KIA=8, Nissan=9, Mitsubishi=10, Tata=11, Mahendra=12, Mazda=13, Proton=14, Ford=15, Isuzu=16
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C. Spending Behavior (repeated for children aged between 4 and 14 years)

SI No	Questions	Answer	Answer Code
1.	Which school are your children studying in?		
2.	How to they commute to school?		Walk=1, Rickshaw=2, Car=3, School Bus=4, Public transport=5, Motorcycle=6, Bicycle=7, Uber/Taxi=8
3.	School's distance from home		
4.	School medium		Bangla=1, English=2, English-version=3
5.	Class grade		Below grade 1=0, Grade 1=1, Grade 2=2 Grade 10=10
6.	School time		7.45-11am=1, 8am-2pm=2, 10am-4pm=3, 12-5pm=4
7.	Monthly School fees		
8.	Which coaching are your children attending?		None=0, Legends=1, Wordbridge=2, Prodigy=3, 4 th dimension=4, Flying colors=5, Academia=6, Vertical horizon=7, Hardcore=8, Quality coaching=9, Vertex academic and admission care=10, Onurag academy=11, Hira academy=12, AIMS academy=13, Tutor=15, Aloha=16
9.	Which subjects are they receiving coaching on?		None=0, Bangla=1, English=2, Math=3, Science=4, Social Science=5, languages=6
10.	Coaching distance from home		
11.	Monthly coaching fees		
12.	Which Extra Curricular Activities (ECAs) are your children involved in?		none=0, Swimming=1, Singing=2, Dance=3, Musical instrument=4, Sports=5, Physical exercise=6, Art=7
13.	ECA frequency		None=0, Daily=1, Weekly=2
14.	If daily, how many hours?		None=0, 1 hour=1, 2, hours=2, 3 hours=3, 4 hours=4
15.	If weekly, how many hours?		None=0, 1 hour=1, 2, hours=2, 3 hours=3, 4 hours=4
16.	Monthly ECA fees		
17.	Do they receive homework?		Yes =1, No =0
18.	Do they receive assistance for homework at home?		Yes =1, No =0

SI No	Questions	Answer	Answer Code
1.	Why do you send your children to coaching centers?		Better marks=1, Understand material better=2
2.	Reasons for choosing a coaching center?		Teaches well=1, Students receive good grades=2, Caring towards students=3
3.	According to you which subjects are essential for your child's future, personal and professional life?		Math =1, Language =2, English =3, Social Sciences =4, Science =5, Other = ____
4.	Would you be interested in sending your children to an internationally-recognized afterschool program for		Yes =1, No =0

SI No	Questions	Answer	Answer Code
	Math and English language that teaches self-driven study?		
5.	What is the maximum you will be willing to pay for this service per subject?		
6.	Two subjects: Would you be willing to pay BDT 4000 monthly fees for an internationally-recognized program that teaches Math and English self-directed study behavior and skills for your children?		
7.	Two subjects: Would you be willing to pay BDT 6000 monthly fees for an internationally-recognized program that teaches Math and English self-directed study behavior and skills for your children?		
8.	One subject: Would you be willing to pay BDT 3000 monthly fees for an internationally-recognized program that teaches Math and English self-directed study behavior and skills for your children?		Yes =1, No =0
9.	Would you be willing to pay BDT 4000 monthly fees for an internationally-recognized program that teaches Math and English self-directed study behavior and skills for your children?		Yes =1, No =0
10.	Would you be willing to pay BDT 2000 monthly fees for an internationally-recognized program that teaches Math and English self-directed study behavior and skills for your children?		Yes =1, No =0

D. Location and Distances Questions

SI No	Questions	Answer	Answer Code
1.	Where would you prefer for the location of this special Math and English program, if you were to send your child for 1 hour twice a week?		Any location within Dhanmondi and Uttara
2.	The abovementioned location is how far from your home?	Distance	
		Minutes of Travel	

3.1.2: Existing Afterschool Program Information

SL No.	Education Center Name	Contact Name	Contact details	Email	Registered Office Address	# of Centers	Center Locations	Enrollment Fee	Tuition Fees	Grade/Age level covered	# of Subjects Covered	Avg. Annual Enrolled	Major Clients (schools)
1	Academia	Selina Polly Khanam	Coordinator (Training & Research)	academiaschool2002@gmail.com	House# 6/10, Block# F, Satmasjid Road, Lalmatia, Dhaka 1207	5	Lalmatia, Gulshan, Dhanmondi, Mirpur, Uttara	4000 plus advance for 2 months	BDT 3000 per subject	Play group to A level	All subject	1500	English medium schools
2	ALOHA Dhanmondi	Huma Shahid	Center Coordinator	bangladeshaloha@gmail.com	House# 39, Road# 4/A, Dhaka 1209	37-40		5900	BDT 1800 (varies by location; Highest BDT 2000 in Banani& lowest BDT 600 in Jessore)	6-14 years of age	Mental Arithmetic		85% English medium
3	Vertical Horizon	Ashraf Huda	Senior Course Instructor	ashraf.huda@live.com	House# 31/A, Road# 6, Dhanmondi R/A, Dhaka 1205	1	House# 31/A, Road# 6, Dhanmondi R/A, Dhaka 1205	N/A	BDT 3000 per subject	O level and A level (some extent junior)	All subject	1200	English medium schools
4	Word Bridge School	Saika	Admin		House# 62, Jigatola Bus station	2	Jigatola, Lalmatia	N/A	BDT 2000-2500	Play group to A level	Science subjects, English, Math	1000	English medium schools
5	Flying Colors	Shamim	01720 173367		House# 17, Road# 32 (old), Dhanmondi, Dhaka 1209	1	House# 17, Road# 32 (old), Dhanmondi, Dhaka 1209	N/A	BDT 1500-2500	Play group to A level	All subject	300	English medium
6	ALOHA Uttara	Lovely Akter	01795 963120; 01678 316451		House# 40, Road# 20, Sector# 3, Uttara	49		4900- 5500 (Junior)	BDT 1800	6- 14 years of age	Mental Arithmetic	500	Both English and Bangla medium
7	Fourth Dimension	Shakil	01882 348448		House# 3, Road# 8, Sector# 5, Uttara	1	House# 3, Road# 8, Sector# 5, Uttara	N/A	BDT 1500-2500	PG to A level	All subject	700	English medium

Table: Existing afterschool and coaching program profiles

3.2: Bibliography

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