



**JULY  
2018**

**life**

**LEADERSHIP  
FOR EQUITY**

FIRST YEAR TOWARDS  
PUBLIC SYSTEMS THAT  
REFUSE TO LET CHILDREN  
DOWN

# THANKS TO OUR TRUSTED PARTNERS

## FUNDING & STRATEGY PARTNERS



CENTRAL SQUARE  
FOUNDATION



MOTIVATION FOR EXCELLENCE

TEACH**FOR**INDIA



3D Program  
FOR GIRLS & WOMEN



pune | पुणे



EkStep

## GOVERNMENT PARTNERS



Government of  
Maharashtra



नाशिक जिल्हा परिषद

## PROGRAM PARTNERS



QUEST  
Freedom & Rationality



Project of The Akanksha Foundation



NALANDA  
PROJECT



LIMITED RESOURCE TEACHER TRAINING

# LETTER FROM THE FOUNDERS

In June 2017, last year, Leadership For Equity (LFE) was formally established by stitching together a larger narrative of the wonderful work we have been doing with the Pune schools and the state government in Maharashtra. We have loved every bit of what we have been doing over the past one year - the inspiring meetings with committed bureaucrats towards course corrections in the system; the numerous initiatives around achieving learning outcomes at scale; the balancing acts of addressing priorities of the system and our own theory of change; the disappointing conversations around fixed mindsets; the small wins of conducting effective workshops; and lastly but more importantly the beautiful smiles on the children our school systems serve.

We have taken the last 6 months to really define who we are as an organization and who we really aspire to be. It is well established that the problem of educational equity is socially complex, and the approach to begin addressing it has to be systemic. Our approach is firmly rooted in the belief that public systems are by definition, the

gatekeepers to equity and that sensitive and effective public systems will ensure that all children learn. The crisis in leadership at all levels in school systems is hampering equity in education system; and hence the need of 'Leadership For Equity'.

Over the years we have observed that the solutions to systemic problems so often fail to be successful at scale, because diverse stakeholders can't or won't work together - even when a common goal is obvious. At LFE we strive to bring together multiple stakeholders - from educators to government officials and partner organizations - to build 'Public Systems That Refuse To Let Children Down'. LFE works at both, depth and scale in Maharashtra, to enable reform by providing policy advisory to the government, delivery support to strengthen systems capacity and enabling multiple innovations to scale within the system.

As we continue to deepen the impact of our work at all levels, we are also proud to share that we have entered into an MoU with the Nashik Zilla Parishad to support the 3200

odd government school network to be in the top quartile of performance in the State. The work began a couple of weeks ago, and we are excited to see all the amazing learning we will have there!

A lot of this work would not have been possible without the incredible support of the governments - the State Government of Maharashtra (School Education Department), the Pune Municipal Corporation (PMC) and now the Nashik Zilla Parishad. We will ever be indebted to the support of the committed bureaucrats who are so invested in seeing change in educational systems and serving the needs of all children. I'd also like to thank our wonderful funding partners who believe in us and our work. And lastly, our team at LFE, which is always ready to take on any challenge and which operates with the highest sense of empathy - we feel inspired with each and every one on the team - what they do every single day to help us reach our vision. We have just begun and have a long way to go, but our true inspiration in this journey will be the numerous teachers, officers and bureaucrats working in the

complex and challenging government systems doing their best to ensure every child learns.

Here's to effective schools systems of Maharashtra,

Here's to 2.25 crore children of Maharashtra,

Here's to Year-2 of LFE!



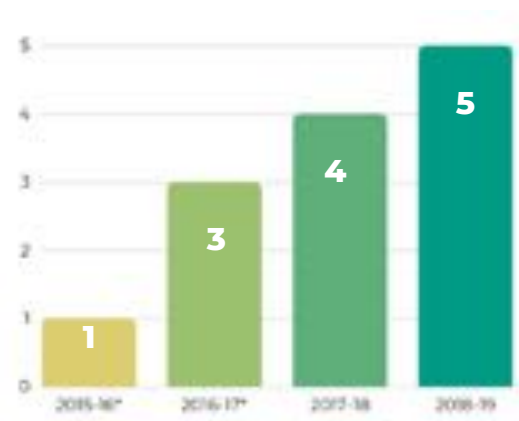
MADHUKAR & SIDDESH





# WE'VE GROWN!

THERE HAS BEEN A SIGNIFICANT INCREASE IN OUR CAPACITY, BUT MORE IMPORTANTLY IN THE SCOPE OF OUR WORK



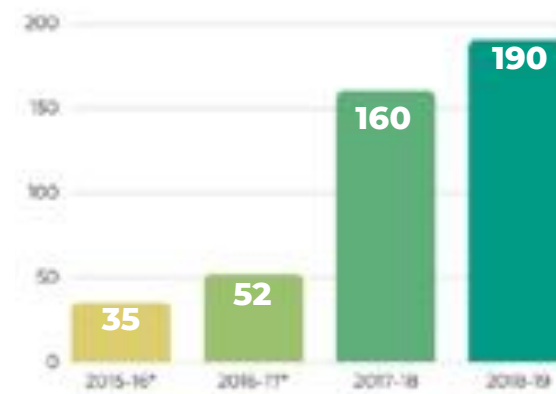
Number of Initiatives



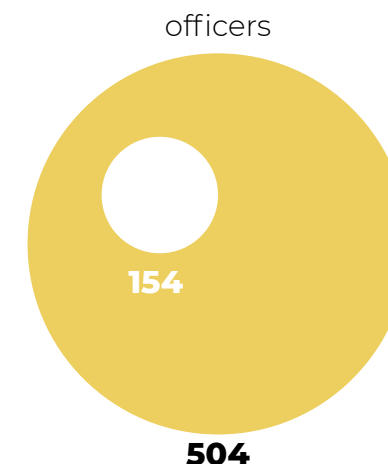
Number of Program Partners



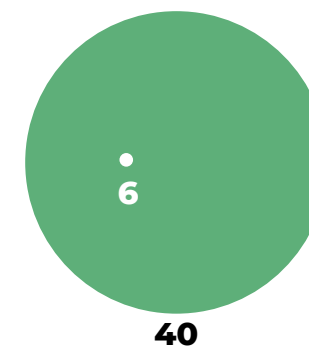
Team Size



Budget (Lac Rupees)

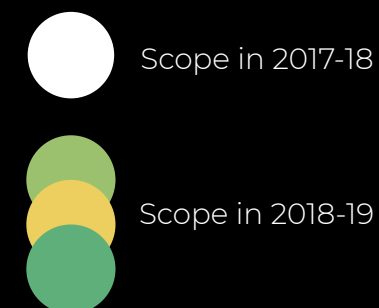


government bodies



schools

3604



\*Incubated under Thermax Foundation

# 2017-18

## MILESTONES

**JUN '17**

CONSOLIDATED  
ORGANISATIONAL PROJECTS  
INTO LFE ENTITY

**SEP '17**

MITRA INTEGRATED WITH  
DIKSHA

**NOV '17**

CONCEPT NOTE FOR  
E-BALBHARATI APPROVED

**JAN '18**

PROPOSAL FOR MAA, RAA &  
DIET AUTONOMY SUBMITTED  
TO GOM

**FEB '18**

5 YEAR MOU SIGNED  
WITH GOVERNMENT OF  
MAHARASHTRA

**MAY '18**

5 YEAR MOU WITH NASHIK  
ADMINISTRATION

**JUN '18**

SELECTED FOR  
N/CORE INCUBATOR



# MAHARASHTRA STATE TRANSFORMATION

## MSCERT RESTRUCTURING & MITRA

### OVERVIEW:

We made some great progress in our work with the state government of Maharashtra. After launching MITRA platform in April 2017, we saw an unprecedented 1,29,000 teachers downloading the app. As we decided to partner with DIKSHA - the national teacher's platform of the MHRD, we were able to work closely with the State Council of Educational Research & Training (SCERT) and the Maharashtra State Textbook Bureau (Balbharati) to get 13,600 QR codes printed in each and every chapter of textbooks from Grades 1-10 across all mediums in the 9 crore textbooks printed this year. With the energized textbooks in play, LFE is now working closely with different academic

bodies to drive content creation, adoption and usability.

We were fortunate enough to be specially invited by the NCERT to draft the Concept Paper on SCERT (2017) which would guide the functioning of all SCERT in the country. Our team also got to work closely with the decision makers in the Department of School Education and Sports to co-draft the job descriptions of all the administrative and academic positions in the system; select more than 600 staff for positions in the 40 academic bodies (SCERT & DIETs); introduce performance review processes to ensure the best staff works in SCERT & DIETs; and lastly

support the academic departments at SCERTs to monitor large scale teacher trainings. Our team has also been instrumental in conceptualizing the E-Balbharati and setting up of Maharashtra International Education Board (MIEB) - two ambitious projects of the

Maharashtra Government. In recognition of the government's belief in our work and the intent to continue our partnership for the next five years, we were honored to sign a five-year MoU with the state education department.

### INPUTS GIVEN:

- 10 Days of Organisational Development Workshops
- 9 Selection Conferences for MSCERT & RAAs
- Reviews of 278 Vishay Sahayaks at MSCERT, RAAs & DIETs
- >1500 Hours of Proximate Support to Departments at SCERT

### OUTCOMES OBSERVED (MSCERT):

**501** POSITIONS FILLED  
IN SCERTS & DIETS  
THROUGH SELECTION  
CONFERENCES

**85%** RETENTION AFTER  
VISHAY SAHAYAKS  
REVIEWS

**12** ADMINISTRATIVE  
& ACADEMIC JOB  
DESCRIPTIONS FROM  
DEO & DIET TO TEACHERS

**AUTO  
NOMY** FOR ACADEMIC  
BODIES - SCERT &  
DIETS

# RIGOUR & DELIVERY IN MITRA - DIKSHA PLATFORM

## 7 MITRA YATRAS (DISTRICT VISITS)

- 102 School Visits
- 3436 Teachers in Sessions
- 200 Student Interviews

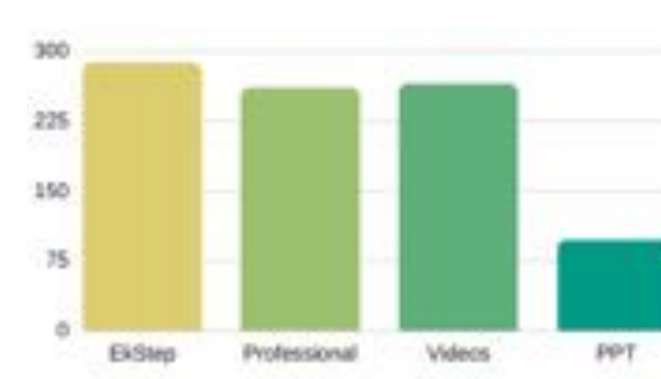
## 12 MARATHI MEDIUM CONTENT CREATION WORKSHOPS

- 245 Content Creators Trained
- 1018 Content Pieces Created

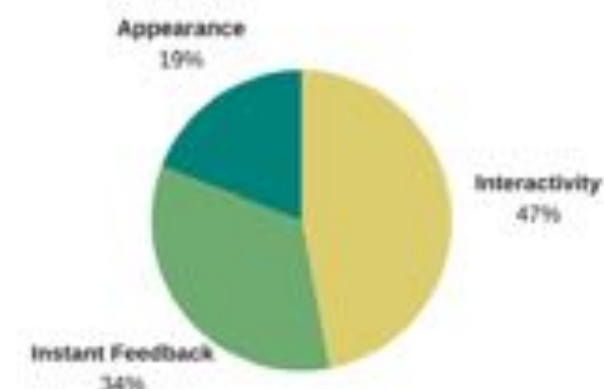
## 4 URDU MEDIUM CONTENT CREATION WORKSHOPS

- 63 Content Creators Trained
- 428 Content Pieces Created

## CONTENT PREFERENCES OF TEACHERS



Comparison of different content types



Reason for preference of EkStep content

13,600

UNIQUE QR CODES  
INTEGRATED CHAPTER  
WISE IN ALL BALBHARATI  
TEXTBOOKS

9 CRORE

TEXTBOOKS  
PRINTED IN 2018 ARE  
ENERGISED WITH  
DIGITAL CONTENT

1,29,000

MAHARASHTRA  
TEACHER USERS ON  
MITRA





# PUNE EDUCATION TRANSFORMATION

SCHOOL IMPROVEMENT & SAHYOGI DAL  
In Partnership with Pune City Connect

## OVERVIEW:

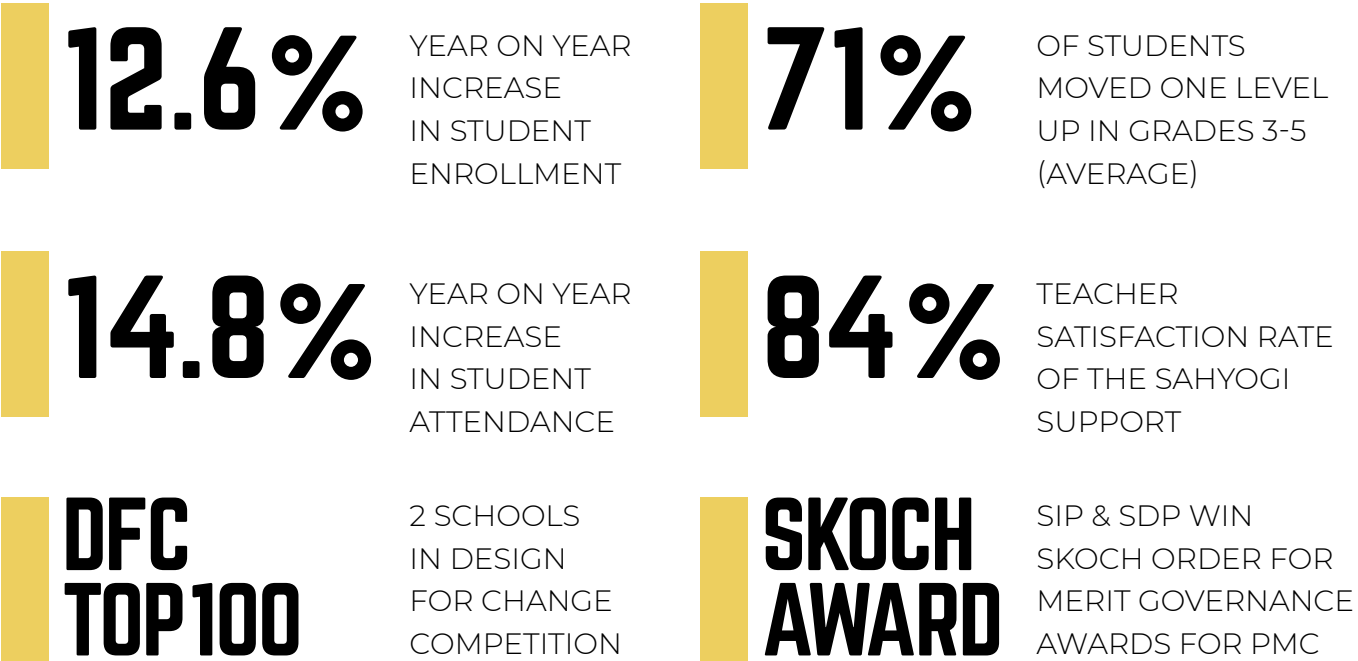
Our current work in the 180 Pune Municipal Corporation (PMC) schools has yielded positive results this last year. We have our first proof point of student learning improvement, through the School Improvement (SIP) intervention in 15 PMC schools. As we implemented a level based remediation program, we found 71% of students in Grade3-5 moved one level higher in Marathi; and 60% of students in Math - in a span of 15 months. Additionally, compared to non-intervention schools - which are at 13%, the 19% of students from SIP schools have scored above 75% on Grade1 Marathi assessments. And similarly, 11% in SIP schools to 8% in non-

intervention schools on Math assessments. Through the Sahyogi Dal intervention, we have done some significant progress in scaling the level based learning program to 180 schools directly impacting around 60,000 students; and seeing increased accountability at the cluster level through officer meetings; and parent investment through SMC conferences. Both the Sahyogi Dal Project and the School Improvement Project were awarded as part of the SKOCH smart city awards. Two of the SIP schools that won the Design For Change (DFC) Top 100 competition were great examples of student leadership.

## INPUTS GIVEN:

- 22 Days of Sahyogi Trainings
- 9 Days of Teacher Trainings
- 1849 Classroom Observations by Sahyogis and LFE Team
- 467 School Visits by Sahyogis and LFE Team

## OUTCOMES OBSERVED:





# MEET OUR STAKE- HOLDERS

OUR STAKEHOLDERS AND  
THEIR STORIES KEEP US  
INSPIRED AND MOTIVATED.  
HERE'S JUST A FEW:



Abhimanyu Uchade

Grade 7 Student, Yavatmal

Abhimanyu was excited when he was asked to speak about how he uses the internet. He is fascinated by how batteries work and he uses YouTube videos to learn experiments with them. His teacher, Panchal Sir, encourages and helps him to find videos of his interest. Abhimanyu's story is a great example of how student outcomes improve when they are given the right access and exposure.



Vikrant Gund Patil

IT Vishay Sahayak, Satara

Mr. Vikrant is a great example of proactiveness. Be it creating content in workshops, following up with teachers, working on content aggregation or facilitating a workshop for 60 teachers, he is always ready to jump in and work relentlessly. Over the last one year, he has worked on all aspects of a content workshop and been a great helping hand to the team.



Sunita Pingat

Sahyogi, Nagar Road Cluster (Pune)

Mrs. Pingat has over 14 years of experience as a school teacher. With determination and the thought that, "The education system is on the brink of a positive change and I should contribute in whatever way I can", she has evolved into one of the most hard working and loved Sahyogis (teachers interviewed gave her the top rating for her overall performance as a Sahyogi). Today she trains and mentors over 49 teachers.

# LOOKING AHEAD

## ORGANIZATIONAL PRIORITIES FOR 2018-19

- Establish strong proof points of working structures, processes and policies, as on-going steps in the state transformation in Maharashtra
- Consolidate and institutionalise best practices in city-level in-service teacher support in Pune
- Establish LFE as a credible, research based contributor to the sectoral knowledge around public systems reform
- Develop concrete frameworks, models and practices that can be adapted to other geographies
- Establish long lasting partnerships with national and international organisations as well as smaller innovations which we can help scale
- Build an agile organisation that can work across priorities while staying rooted to our cause

We understand the cause towards which we are working- cranking up the public systems to be more effective and sensitive, is enormous in scope. Staying true to this North Star, along with the relationships that we have built over the past years, we can potentially take up a number of initiatives that could easily align with our purpose.

So how does one narrow it down?

A growing trend within the system is that there are many innovations in education but they do not survive or scale because there is no systemic capacity or policy environment in which they can grow. Our hypothesis is that strengthening the system while focusing on bridging this gap will lead to our children receiving excellent education. Given this, we have decided to combine all our initiatives and activities under the ambit of following:

**SCALE** – Support high potential innovations to scale and institutionalise within the system

**CONSULT** – Provide policy advisory support to ensure innovations scale and school systems thrive

**DELIVER** – Provide delivery support in strengthening systems capacity to scale innovations and support school systems effectively

We are also gradually learning that developing an organisation with the capacity to sustain this work is equally important and are continuously learning from our collective successes and failures as also from other mentors in the sector.

We realise that we ourselves are a moderate vessel, albeit with an ambitious course, in the flotilla of organisations and system influencers in the tide of education reform - at times supported by it and at others, attempting to navigate against it.

Turning the tide may yet be a distant vision, but the voyage is sure to be fulfilling.



# MEET OUR TEAM

## 1ST ROW, STANDING, L-R:

Mayuresh, Pratik B, Ritika, Saiprasad, Abhinav, Akshat

## 2ND ROW, STANDING, L-R:

Sayali, Priya, Sagar, Anirudh, Siddesh, Ashwini, Rahul, Moiz, Indu, Meghana

## 3RD ROW, SITTING, L-R:

Damini, Veenu, Sonali, Mugdha, Pratik R, Madhukar, Shilpa







**lfe**

**LEADERSHIP  
FOR EQUITY**

LEADERSHIPFOREQUITY.ORG